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ABSTRACT

Over a period of 9 months, a certified Child Development Associate (CDA) trainer and charter member of the National Association of Migrant Educators implemented and evaluated a practicum intervention designed to improve the learning environments of migrant preschool children through in-service training of migrant teachers, aides, parents, and staff. Three major objectives were aimed at ensuring that: (1) the learning environment would be reflected in the classroom setting; (2) in-service training would focus on a developmentally appropriate curriculum; and (3) teachers would be able to create a daily routine to implement what they learned in in-service workshops. In-service training covered seven areas: personal care routines, furnishings and displays, language and reasoning, fine and gross motor skills, creativity, social development, and adult needs. Results showed that a positive approach, grounded in sound early childhood curriculum guidelines, elicited an overwhelming response from the migrant community. Migrant teachers were able to create a wholesome learning environment. Appendices provide measures, tables of data, a resource list, lesson plans for workshops, related materials, details of workshop activities, and a checklist of learning styles of children from infancy through first grade. Twenty-five references are listed. (RH)

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IMPROVING THE LEARNING ENVIRONMENTS OF MIGRANT PRESCHOOL CHILDREN THROUGH TEACHER TRAINING

by

James E. Powell

Cluster XXV

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A Practicum Presented to the Ed.D. Program
In Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1990

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Salma E. Haidemus

Director, Redlands Christian Migrant Assn.
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December 3, 1990
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This practicum report was submitted by James E. Powell under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Date of Final Approval of Report

Georgianna Lowen, Ed.D., Advisor

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This writer will be forever grateful to Georgianna Lowen for her guidance and for her introduction to Freire and Coles. This understanding brought the practicum together with meaning and purpose. Jeri Sorosky never lost faith that the practicum could be completed. Salma Haidermoth offered encouragement and support in times of doubt and indecision. A special gratitude goes to the migrant teachers, the children and their families. We were welcome in their homes and in their classrooms. Never have we felt so humble as when we received a standing ovation in our workshops. These wonderful people, so close to nature and God, so trusting and responsive, so willing to learn, made this effort rewarding and fulfilling. The migrants share their love with those they trust. This writer was honored to be accepted by this giving community.

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ABSTRACT

Improving the Learning Environments of Migrant Preschool Children Through Teacher Training. Powell, James E. , 1990: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Early Childhood Education/Migrant Education/Preschool Education/Teacher Training/Migrant Parent Participation/Educational Environment/Inservice Teacher/Teacher Workshops/Cultural Awareness

This practicum was designed to improve the migrant community's understanding of the early childhood environment through comprehensive, regular and planned inservice training of migrant teachers, aides, parents and staff. The primary goal was to provide classroom settings that reflected the migrant culture using "developmentally appropriate" guidelines for construction of the learning environment. A second goal was to create a model for inservice training that can be used throughout the migrant stream in early childhood education.

The writer used a seven part environmental survey as a needs assessment to determine the competence of the teachers and staff in early childhood curriculum administration. Personal care routines, furnishings and display, fine/gross motor activities, creative activities, social development and adult needs were covered in the survey and the inservice training.

The results of the practicum showed that a positive approach, grounded in sound early childhood curriculum guidelines, elicits an overwhelming response from the migrant community. Analysis of the rating scales administered showed that migrant teachers can create a wholesome and sound learning environment with love and care. More than 180 persons including teachers, aides, staff, parent volunteers and children took part in the practicum.

CHAPTER I

INTRODUCTION

Description of Community

The setting for this practicum was a rural farm community in the southern part of the migrant Eastern stream. The Eastern stream is made up of Puerto Ricans, Mexican-Americans, Anglos, Canadian Indians, and Blacks. This stream flows up and down the region east of the Appalachian Mountains. The agricultural industry depends on migrants to harvest the citrus, sugar cane, fruits and vegetables as seasons require. Migrant lifestyles have not changed in the past twenty years. Although many migrant camps have been closed the workers have exchanged them for economically depressed urban areas. Most of the migrants' home bases are rural. Children of the migrant community are proportionately more at risk than any other identifiable group. Migrants have the triple disadvantage of poverty, constant mobility and poor language skills. The migrant parents are politically and socially unempowered. The family faces a lifetime of low pay and frequent unemployment.

The three classrooms observed serve three and four

year old children of migrant families. Two rooms are provided by the migrant program and one class is in a church. The classrooms are portable and the church shares the sanctuary with the migrant Head Start. The children are classified "disadvantaged." Borman (1982) observes, "The disadvantaged child lives in a different world from his upper middle class peer (p. 147). His world looks, smells, tastes feels and sounds different."

The migrant child's home is characterized by a relatively disorganized environment and a lack of age appropriate toys. Migrant homes tend to be poorly lighted, have a density of people and vary considerably from camp to camp. Sanitary accomodations are minimal and the children are exposed to a variety of diseases and vermin that are socially unacceptable to their classmates and teachers. The culture, lifestyle and home environment of the migrant child is difficult and complicated. Many pressures are brought to bear internally by families, farm owners, crew leaders and by an educational system designed for white upper middle class students. Teachers and aides responsible for the educational program of the migrant children have very little formal education with the exception of the resource coordinators. The majority

of the staff is a product of the migrant culture. Many started as parent volunteers, became aides and are now teachers. Some are married to crew leaders. Children will move from their present prekindergarten environment to public school kindergarten.

Writer's Work Setting and Role

The writer is a certified CDA trainer and has had 15 years of classroom teaching experience from preschool through college. He has taught English, history and journalism in public schools, junior college and at the university level. He has trained Head Start teachers for the past five years in addition to migrant educators. He is a charter member of the National Association of Migrant Educators. Being the president of an affiliate chapter of the NAEYC he conducts workshops in developmentally appropriate philosophy and techniques in a variety of early childhood settings. He has been recognized by the state department of education as a trainer in preschool room arrangement. Being raised in a bilingual setting through high school and college the writer has found a special empathy for the migrant preschool educator and has conducted inservice training workshops for migrant teachers for several years.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Because migrant children so frequently move from farm to farm and camp to camp there is no continuity in their educational program. Preschool teachers can expect to have a child in their class perhaps two weeks and then the student is gone, sometimes out of state. The students who do attend do so on an intermittent schedule. Migrant teachers are not being trained to provide a developmentally approporiate and culture sensitive curriculum for the children in the preschool program. Traditional teaching methods have not been modified to meet the needs of the migrant farm family. There is continuous debate in migrant education that concerns the lack of continuity in curriculum. Each program operates independently under unique procedures and the reporting system between sites is slow and inadequate. These elements contribute to a patchwork approach to teacher training.

Briefly stated, the problem is that migrant preschool teachers are not being trained, with any continuity, on the

effect of the learning environment and culture sensitivity on the educational process.

Problem Documentation

A survey was given to 10 members of the migrant teaching staff (see Appendix A). The results showed that those who responded indicated their feelings of inadequacy in seven specific areas of the environment provided by Harms & Clifford (1980). The responses showed that teacher training in the seven areas—and thirty seven sub catagories—would help the migrant educators have a better grasp of developmentally appropriate instruction and culture sensitivity (see Table 1).

The migrant teachers and aides in this program have very little formal education in early childhood. Clarke-Stewart (1987) observes that a higher level of caregiver education is related to a higher level of children's social competence. A higher level of specialized college training in child development is related to a higher level of cognitive competence (see Table 2). Staff members showed concern in interviews because of the lack of teacher understanding of what was developmentally appropriate in the environment.

Table 1

Environmental Survey Responses of 10 Migrant Preschool Teachers and Staff

Area	Felt Competent	Need to Develop	No Response
Personal Care of Children	6	3	1
Furnishing and Displaying	2	6	2
Language and Reasoning	2	8	0
Fine and Gross Motor	4	6	0
Creative Activities	2	7	1
Social Development	4	4	2
Parent and Adult Involvement	6	4	0

Table 2

Profile of 13 Staff, Teachers and Aides of Migrant Preschool

Level of Education	Number Who Have Completed
Post Secondary In Early Childhood	1
Post Secondary	3
Associate of Arts	1
Technical School	2
CDA Credentials	3
High School	1
Less Than High School	2

Causative Analysis

Cultural recognition of minority children is a critical issue in schools today. Hale-Benson (1989) observes, "The failure to conceptualize Black children within their cultural context has created the expectation that they are really White children in black-face" (p 217). The central issue in improving educational outcomes for minority children is the recognition of their culture. In migrant teacher training little attention has been given to the life style of the migrant child. Traditional methods of instruction for middle class children have been used to create a model. Literature and training techniques opt to emulate the upper middle class white child. The learning environment is created with traditional skills designed for coping in today's society. The primary teaching goal, in the migrant program, is to insure the child's proficiency in school as opposed to developing a joy for learning. Some attempts have been made to develop "culture kits" for migrants. The diverse population makes it difficult to address all of the cultures represented. Present teacher training lacks the latitude to meet constant change. The best that is done is to emulate the middle class models.

The migrant culture is not fully understood by those creating the curriculum. This causes disillusionment in children and families that already have rejection and disappointment. Migrant parents feel powerlessness at being stuck in the migrant cycle. Diaz, Trotter and Rivera (1989) found that migrant parents express support for education but they expect the children to follow in their footsteps, regardless of anything they say or do. Migrant parents do not see a need to participate in their child's education in the same way as the Anglo parent would. They have a positve attitude towards authority, but are still fatalistic about their future. Coles (1971) and Diaz (1989) cite the suspicion migrant farm families have of crew leaders, sheriffs, teachers, farm operators and others in autocratic positions. In the migrant farmworker's world the only real elements are the seasons, the family and the land.

The Related Literature

The common thread holding the patchwork quilt of migrant education together is the recognition of cultural diversity in the migrant population. Another theme that becomes evident is the upper middle class white standards that permeate the

educational system. Seldom are the life styles of the migrant children considered in the creation of either the curriculum or the achievement measures.

Two important points are evident; First, that the teaching techniques in migrant classrooms are dictated to and designed by persons with middle class ideas, values and standards; and secondly, teacher training does not take into account the importance of migrant "culture circles" and their contribution to the learning process. Friere and Macedo (1987) discuss "culture circles" in which people of the world are asked to survey their farms and villages to collect the names of tools, places and activities that are of central importance to their lives. These materials serve as a basis for the codification of the lessons. Coles (1971) also observes that the techniques of having the child share his culture with his classmates have been rewarding to the student and the class.

Harrington (1988) and Diaz (1989) have suggested a national migrant curriculum for children with a national diploma. The mobility of migrant children creates trauma and contributes to their low self esteem. The needs of the curriculum are dictated by the Migrant Student Record Transfer System (MSRTS,

1989). The records of the migrant students are kept and transmitted to schools by MSRTS. The Hawkins-Stafford Educational Amendments of 1988 created a National Commission on Migrant Education. This commission, now active, will address the inadequacies of the MSRTS. When this investigation begins it is evident that the commission will find a need for improved preschool teacher training. The MSRTS (1989) administers the Hawkins Stafford Amendments of 1988 which require the Migrant Education Program to address the instructional needs of migrant children ages three and four and migrant youth through 21. There are 557,985 migrant children in school with funds for migrant education declining since 1980. There are more children and less money for equipment, facilities, supplies and training. Funding issues are critical to the migrant program.

Borman (1982) calls it "a global perspective;" Diaz (1989) refers to "the culture of migrancy;" Freire & Macedo (1987) talk about "reading the word and the world" and Hale-Benson (1989) refers to the "pariah group" in their quest for understanding for minority children. All of these sources refer to the exploitation of individuals in human groups by those who are by nature "dynamic, exploitative, and often

unpredictable." Weikart (1989) uses the learning environment as the first key ingredient to a quality preschool program. Early childhood research over the past 20 years has indicated that additional key ingredients for high quality programs include a curriculum derived from principles of child development, effective program management, parent and teacher collaboration, health and nutrition responsiveness and a sensitivity to family needs.

Harms & Clifford (1980) developed the Early Childhood Environmental Rating Scale to create a meaningful assessment of the learning environment. Areas considered include personal care of children, displaying of learning materials, language and reasoning, fine and gross motor skills, creative activities, social development and parent activities. Phillips, Scarr and McCartney (1987) give the ECERS high marks in their review of the Bermuda Study. This study addressed the effects of a high quality child care programs on the needs of low socio-economic groups. The ECERS is important to this practicum because it incorporates the elements reviewed in the literature that concern "culture circles." It has proven effective in measuring the Head Start learning environment and those of the disadvantaged child.

"Developmentally Appropriate Practice" in the environment as explained by Bredekamp (1986) has two dimensions: "Is this activity suitable for a child of this age? Is the activity right for this individual child?" The National Association for the Education of Young Children Position Statement states, "a high quality early childhood program provides a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of families" (Bredekamp, 1986, p. 1). Reardon (1988) urges teachers to surround the children by an "aesthetically nourishing environment, one that reflects care and appreciation of beauty." She advises a loving emotional climate "reinforcing the specialness and the equal value of all members of the group" (p. 1).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The primary goal of this practicum was that teachers in the migrant stream who experience this inservice training will exhibit a greater understanding of the learning environment and be able to implement it as an integral part of their teaching. The most important goals relating to the needs of each migrant child are those of mental health, academic success, worthwhile relationships and vocational preparation. Through developmentally appropriate practices the teachers can help their children be competent, effective, and well-adjusted citizens.

Behaviorial Expectations

There were three major objectives, (1) The learning environment will be reflected in the classroom setting; (2) Inservice training will become focused on a developmentally appropriate curriculum; and (3) Teachers will be able to create a daily routine to implement inservice workshops.

It was important that each teacher strive for excellence in each of the seven areas that were focused upon in the inservice training. Under Personal Care the tasks that were examined include: (1) Greeting/departing; (2) Meals/snacks; (3) Nap/rest; and (4) Personal Grooming. The area of Furnishings/ Display include: (1) Learning Activities; (2) Room Arrangement; and (3) Child Related Displays. Language/reasoning categories include: (1) Using and Understanding Language; (2) Reasoning; and (3) Informal Language. Fine/gross motor skills were examined in relation to space, time, equipment and supervision. Creative activities included dramatic play, art, music, blocks and sand/water play. Social Development included: (1) Space to be alone; (2) Free play; (3) Group time; (4) Cultural awareness and other exceptional provisions. Finally Adult Opportunities addressed were parent and parent-child-teacher interaction.

Over a period of nine months inservice training each teacher was to recognize and be able to initiate a plan of action in each of the seven areas of the learning environment cited. This action was to be self motivated and the staff would demonstrate ownership of the program.

Evaluation Instruments

Evaluation instruments to be used for the practicum were the Harms and Clifford (1980) Early Childhood Environment Rating Scale (see Appendix C), and the High/Scope (1989) Program Implemementation Profile (see Appendix F). Child Observation Records provided by the migrant program were to be used to analyize the effectiveness of the inservice training on children.

The ECERS has been used effectively, in a variety of settings, with disadvantaged three and four year old children in Title XX and Head Start programs. The ECERS was to be used to determine training needs and as a post evaluation. The idea was that a rating scale should be based on current activities and be meaningful to those using it. The ECERS has seven areas and 37 subscales (see Appendix C). Ratings range from inadequate through excellent. Validity of the instrument has been tested in two seperate ways. First by seven nationally recognized experts in day care and early childhood fields and second, the scale was tested by comparing its ability to distinguish between classrooms of varying quality as determined by trainers who had been working with staff in those classrooms. Trainers' ratings on 18 classrooms showed a rank order correlation of

.737. Tests of reliability showed that the scale tested environments consistently.

The PIP uses a scale with thirty items divided into four sections (see Appendix C). The five point rating scale extends from a low to a high level of implementation. This format has demonstrated its effectiveness in similar rating instruments used in observing program environments or adult and child behaviors. To assess its use as an objective and reliable instrument, the PIP was field tested in a variety of program settings. Tests of interrater reliability were carried out by 14 observers familiar with the High/Scope Curriculum and trained in the use of PIP. There was a high percentage of agreement in all 30 items by the observers.

Finally, an Inservice Evaluation form was designed to be used to make certain the training was meeting the needs of supervisors and teachers (see Appendix B). This nine item rating would keep the inservice from wandering away from the basic goals of the practicum.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Inservice training is critical when teachers can't depend on textbooks and workbooks to know what to do. Teachers must make decisions from their knowledge of how a child learns and develops. They have to make decisions based on children's interests, personalities and levels of cognitive development. The environment should be set up to facilitate children's learning and maximize teachers' growth (Grover, 1990, p.54-55).

At the conception of this practicum it became desirable that teacher training become significantly different from what was being offered previously. "Behavior is a function of the person in the environment" (Grover, 1990, p. 55). "In-service education can change the person, or a teacher's beliefs and knowledge, but the person's behavior, or teaching, will not change unless the environment in which a teacher works is changed." Teachers must recognize their contribution to the learning process as an instigator of environmental learning strategy for children and parents.

Clements (1982) presents a simple but useful model that guides the planning, construction and implementation of learning experiences for four year old migrant children. He observes that the best care must be concerned with facilitating social, emotional and intellectual development. "Interesting and appropriate learning experiences" guide the planning, construction and implementation of the in-service program. "Exemplary Programs" (1985) are recognized by MEMO, a publication for migrant educators. A preschool in southeastern Missouri's New Madrid County includes gross motor and fine motor skills as well as other developmental activities in in-service training. Through early identification and remediation of learning difficulties the Parma preschool gives children, their parents, and the teachers a positive outlook on education. "Training: a process of empowerment" (1989, July) an article in the Bernard Van Leer Newsletter, recommends that in-service training starts with what people know. Migrant students come from a background of poverty. They have special physical, mental and emotional needs that can be met by the migrant school program. The school is often the only public agency directly in touch with the migrant family and it often coordinates the efforts of the health services and other agencies.

What makes this training model for teachers of preschool migrant children different are the people and the conditions. Although Coles (1971) wrote about migrants 19 years ago, very little has changed. Children are taken to the fields from birth, health services are minimal and dropout rates are way above the norm. He wrote "...we have to throw up our hands in heaviness of heart and dismay and disgust and say, in desperation: God save them, those children; and for allowing such a state of affairs to continue, God save us, too" (Coles, 1971, p. 116). Diaz, Trotter and Rivera (1989) refer to migrant life styles as the "culture of migrancy." They cite middle class objectives for the "ideal culture" (the way people say and believe they should behave) and the "real culture" (the actual behavior that can be observed.) They advocate a national curriculum and new educational standards addressing cultural issues. The National Coalition of Advocates for Students (1988) compares migrant children with children who have spent their entire school life in one school system. The culture shock, language differences and strange environment are often traumatic. NCAS's solution is a better understanding of migrant family life styles.

Head Start is recognized nationally as a successful social

service program. Mohl (1981) in her unpublished Masters Thesis portrays graphically the conflicts in the migrant stream between growers, field bosses, crew leaders and migrant labor. She lauds Head Start as a program that works. "The Migrant Head Start Programs, initiated by HEW in 1969, have sought to mobilize the resources needed to provide full service programs to the preschool children of migrant families" (p. 96). Probably the best description to be found on Florida migrants is given in this paper. Head Start has used the environment as a focal point of the curriculum for many years thanks to the work of Diane Trister Dodge (1988) and many others. Weikart (1989) has shown through longitudinal studies the value of a "head start" both intellectually and socially. The solution suggested is a long term investment in minority youngsters. The Perry School Project made famous by Weikart (1989) showed how a high-quality program with good teacher training had long term results for 20 years.

In the present migrant preschool program the teachers have limited formal education and they are an integral part of the "migrant culture." They must be introduced to new ideas to prepare themselves and their charges for a new millenium. The experts proclaim a high quality program breeds a quality

product. Experience shows that budget cuts come first in social programs. There are additional problems for migrant programs, (1) Children are left to care for children; (2) There is no money for migrants; and (3) High quality requires an investment in people. The problems of migrant education will not go away and these people who feed the nation are exploited by everyone. Coles (1971) says the children are bright and cheerful up to the age of three and four. Then the sparkle goes out of their eyes and they learn that they can expect no better. Their families tell them that it will only get worse. And usually it does. Phillips, Scarr and McCartney (1987) found the ECERS effective in their Bermuda Study when it was used with low income families. There has to be a place to start. Abbott-Shim (1980) suggested that quality, child centered, developmentally appropriate programs are created through inservice teacher training. She lists ECERS as a place to start. For teachers who work in migrant preschools "high quality" can be just another upper middle class term beyond their grasp. Training must be meaningful and managable in terms that are understood by parent, teacher and student for progress to be made. The community, the school, the growers, the bosses and the families all contribute to the migrant child's continuous

failure. Friere and Macedo's (1987) "culture circles" have real possiblities when working with migrant children. The only reward they may have in life is recognition of their talent to pick strawberries faster than other members of the family. This pride of accomplishment can be the first building block in the creation of a structure dedicated to the joy of learning.

Description of Selected Solutions

The literature review made the writer aware of the life of the migrant family. Teaching techniques were addressed with minority students in mind, but not specifically the migrant population. Isolated studies were found on migrant teacher training. This background prepared the writer to use several methods for introducing developmentally appropriate inservice training. Practical, hands on application familiarized the teachers with the importance of the enviroment in the education of young children. Through the experiences practiced in the inservice workshops the teachers developed a proficiency in the environmental aspects of the classroom.

Activities provided the teachers with practical application and example. They became involved in the training and elaborated

on the techniques when they were in their classrooms. The practicum seemed to begin to have a life of its own. A heirarchy evolved and the training took three tiers. First the entire population including parents, teachers, supervisors and directors was given an introductory three hour workshop. Second, supervisors and lead teachers were given a four hour orientation of the evaluation instruments. Third, workshops were conducted in the classrooms using practical demonstrations. General workshops were open to everyone including parents and teachers from other migrant programs. The large workshops averaged sixty persons, the supervisors orientation sessions had thirteen persons and the classroom inservice had attendance of twenty.

Report of Action Taken

Before the implementation phase of the practicum, workshop activities were designed using as a guide the seven areas of the environment provided by Harms & Clifford (1980). A resource list of recognized experts in early childhood was prepared with specific emphasis on environmental instruction (see Appendix G). The director of the migrant program offered suggestions for topics of discussion in the workshops and backgrounds of

the participants. Since most of those who were to be trained were bilingual and a few spoke no English an interpreter had to be present at the larger general workshops. Parents who attended also needed translation. One of the teacher supervisors volunteered for this task.

If the practicum implementation was to be successful all of the parts of the puzzle had to fit. Supervisors had to be convinced that the workshops would make their jobs easier and not add to their paperwork. This took several individual interviews with directors and lead teachers to create an atmosphere that wouldn't be threatening to them and their place in the hierarchy. The practicum was outlined for each person to obtain their support. All of the materials to be used, and included on the resource list, were reviewed. After the explanation of the nature of the project, the schedule was established, and the nine months of implementation were written into every calendar. Announcements were prepared for each workshop and the location was decided upon. Topics were selected using environmental guidelines.

Three classrooms were selected and the teachers were informed that their environments would be rated using the Early Childhood Environmental Rating Scale and the Program

Implementation Profile. They were elated to be a part of the practicum implementation. These three teachers were to become a part of the evaluation team and cross polinate to do followup observations. They showed a real talent for evaluating classroom environments. A supervisor, who had been previously trained by this writer, administered the ECERS to the three classrooms. The settings were those of three and four year old children. A supervisors' workshop outlined the nine month practicum, reviewed the list of resources and introduced the evaluation instruments using an ECERS filmstrip and the Dodge (1988) Creative Curriculum video. The practicum implementation began in March and ended in December. The practicum was embraced by the migrant community. The design was to work with three classrooms of three and four year old children. Everybody began to take an interest in the training and many workshops were filled to capacity with an overflow. There was definitely a need for organized inservice training and evaluation. They were seeking structure in their teaching application. The seven areas of the curriculum were designed to take a month each to administer to supervisors and lead teachers, to implement and to do classroom demonstrations. Five general workshops were scheduled. The first evaluation using the ECERS was done in

March along with the first inservice training block. Inservice continued through June with necessary revisions in the original plan of action to include additional lead teacher training. Classroom observations and home visits were conducted to elicit feedback on the inservice training. It was determined that additional teacher participation would be helpful with role playing activities. July and August showed a pattern of inservice developing with increased involvement and participation by the community. Lead teachers began to integrate inservice techniques into their classroom environments. August through November showed a continued sophistication of the original plan. Lead teachers began to evaluate other classrooms and share with one another in different schools. Over 150 teachers were exposed in one way or another to the practicum implementation. Out of this group supervisors and lead teachers showed their innate talents and began to blossom. A total of nine months was devoted to the practicum's implementation excluding the time used in writing materials and making arrangements with the director, supervisors, parents and teachers at three different locations. The involvement of the whole community identified leaders who contributed to every phase of the

training.

The survey in Appendix A was administered prior to using the activities planned for the practicum. Thirteen lead teachers, resource supervisors and center directors were given the survey to indicate their understanding of the environment as it related to the early childhood curriculum. The writer analyzed the results of the survey with imput from the program director. Inservice workshop activities were created to meet the needs indicated and each outline was submitted to the director for approval and suggestions (see Appendix H). Upon completion of each workshop an evaluation was made by each participant (see Appendix B). Notes on the evaluations called for more workshops. The comments were overwhelmingly positive.

The first block of inservice training was focused upon personal care. This included the importance of proper greeting of children and preparing them to leave for the day. Nap and rest time were explored along with meals, personal grooming and toilet habits. Seventy persons attended this workshop including 12 lead teachers, four resource coordinators, 10 parents and the remainder were aides and teachers. The training was conducted in the morning in a four hour session. The site was Iglesia de Dios, a church that doubled as a Migrant Head-

Start program. As in most of the workshops the room was arranged in a large circle so the center could be used for audience participation. A variety of techniques were used (see Appendix H). This started the implementation of the practicum the second week in April. Classroom visits were conducted by this writer and the program director to see if the training was being implemented. The teachers were proud to show off for the visitors and were using some of the techniques introduced in the workshop.

The last week in April the furnishings and display segment of the practicum was introduced to 30 participants in an elementary school classroom. There were 12 lead teachers, four resource coordinators, seven teachers and seven aides. The subject matter included room arrangement, routine furnishings, and child related displays. Language and reasoning were also introduced in this workshop. It became evident at this point that some overlapping and reinforcement was needed in the inservice training. Teachers showed an inclination to struggle with the techniques and resort to traditional teacher controlled techniques as opposed to child centered activities. This was a four hour session from 8:30 am to 12:15 pm. The writer could see a break through in this session. Teachers

began to show trust at this point. They realized that this writer was not going to embarass them. The cultural bias began to breakdown. It also became evident that a rapport was developing between all participating in the inservice training. It became much easier to do the additional training because the writer could refer to previous experiences and make positive comparisons between classrooms.

Creative activities were introduced the first week in May. Dramatic play and shadow play activities were introduced. This program was very well received. The techniques included shadow play that this writer had observed when visiting child care centers in Beijing, China. Creative supervision and the use of space and scheduling was covered. Thirty attended the workshop. There were five lead teachers, one director and 24 teachers. The audience participation was excellent. A portable classroom setting offered many materials to use that were familiar to the teachers.

Motor Activity was the topic for the inservice the last week in May. Role playing helped the teachers integrate their learning. Development was reviewed from birth through 36 months and how normal motor movement is from the head to the feet and from inside out. Teachers were asked to crawl around on the

floor and act like babies. Thirty five attended including lead teachers, coordinators and directors. This workshop was from 1:00 to 4:00 pm. The morning workshops were better because the afternoon sessions experienced a less energetic audience.

A June workshop concentrated on a review of the activities presented and introduced whole language techniques. Thirty attended this presentation which was held in the classroom using materials available to the teachers. There were four resource coordinators, four lead teachers, two center directors and twenty teachers and aides. An interesting phenomenon was happening. There was 100% attendance at the workshops and everybody showed up on time. They paid attention, absorbed the techniques and participated with a zest that was new to this writer. They took over and ran with the ball. The presentations they made to the group were inspiring.

In July and August plans were made for the next school term with some of the staff while one classroom was on a total year schedule. The staff, resource coordinators and lead teachers met to evaluate training, discuss implementation of inservice to date and suggest changes in the procedure. The ECERS and PIP philosophy were outlined and the pre-evaluation was analyzed and post evaluation was scheduled. It was

decided that the lead teachers would do self evaluations in addition to evaluating their peers in other schools. There was total cooperation. Farms were visited by the writer in August and September accompanied by center directors and lead teachers. Home visits were very comfortable. Families were cooperative and interested in the progress of their children. The literature review prepared the writer for home visits. Most of those visited had families of five or more and they had been in the migrant stream for generations. Some of those interviewed chose this lifestyle because they enjoyed it and found the experience educational. One mother of twelve children said she enjoyed her trips to Tennessee and Wisconsin because it was cooler in the summer time. She viewed it as kind of a vacation. The barracks buildings have been replaced by house trailers that housed three or more families. At the peak of the picking season motels are rented by the migrant workers on a temporary basis. From the home base many migrate only in Florida and follow the crops from county to county. Some of the workers are finding permanent employment at nurseries that are being opened to supply the growers. There is work in spreading plastic for the tomatoes and preparing the fields. None of these workers labor in the sugar cane fields. This

arduous vocation is the exclusive territory of Haitian men. If the migrants felt trapped in the migrant stream they did not express it openly. They were friendly and hospitable. They seemed to accept their life with a good natured pride.

The first week in October brought the workshops back to Iglesia De Dios. Thirty five attended including 3 lead teachers, who represented the classrooms being evaluated in the practicum, four resource coordinators, the program director, 20 teachers and seven parents. Parent involvement, discipline and behavior modification were covered in this program from 8:30 am to 12:30 pm. Puppets were used for role playing and audience participation was excellent.

The final workshop was held the last week in October with forty participants involved. Social development and infant and toddler care were discussed. A review was done of the seven ECERS areas used in the practicum. Plans for continued monitoring by the staff were outlined. Lead teachers were recognized and resource teachers participated in the presentation of the program. November tied the practicum together with weekly meetings with the staff and lead teachers. Evaluations were discussed and analyzed. These contributed to a plan for inservice that would be structured from knowledge gained through

the administration of the ECERS and the PIP. The evaluations were compiled and reported to the migrant program during the first week in December.

Teaching strategy and specific techniques used in the workshops are provided in Appendix I. This information can serve as a teaching manual for ideas for inservice training along with the resource list (see Appendix G). The final evaluation of the practicum by the teachers and staff participating can be found in Appendix E.

This calendar of workshops represented the beginning of a relationship with the migrant culture by this writer that will continue to grow. They always wrote "more workshops" on the evaluations. The response was rewarding and so were the people.

Chapter V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

In October there was a dedication for one of the migrant schools that took part in this practicum's teacher training. This writer was invited to the celebration. The school had been poorly lighted and the classroom environment was not conducive to child centered activities. The rooms were divided into small units and the building was not designed for child care use. With parent contributions, and a local manufacturer making a major cash gift, the school was completely rennovated. Walls were knocked out, large windows were installed and the floor was completely redone with a light colored covering. At the open house certificates and plaques were awarded both in Spanish and English. Native Mexican dances were performed and the classrooms were visited by parents and children. It was a very festive occasion with the whole community taking part.

To this writer the most rewarding part of this celebration was the visit in the classrooms. The ideas in the practicum

were implemented in every learning center. The rooms were arranged in environmental areas, all displays were at the children's eye level. The equipment was not new, but it was used in such a way that it was evident that inservice was being applied. The arrangement of the blocks and the table toys could have been pictured in a professional training manual. The metamorphosis was remarkable. In reviewing the results of the practicum it is necessary to note that behavioral expectations were threefold, (1) That the learning environment be reflected in the classroom setting; (2) That inservice will be focused along developmentally appropriate guidelines; and (3) That teachers will implement the inservice training process. These three goals were achieved beyond anything this writer could have projected. "Culture circles" were applied to the curriculum, the environment included the entire community, and inservice was being implemented as reflected by the classroom arrangement. These elements were in place prior to the practicum implementation. What the practicum inservice training did was to recognize the efforts of the teachers and staff and offer a cohesiveness of purpose. The inservice was supported by the knowledge attained by this writer in reviewing the literature and history of migrants and expert teacher training resources.

Practicum training effected the entire migrant population, but only three classrooms were rated. The classes consisted of an average of 18 children ages two to five. A profile of the teachers selected for the rating procedure showed teacher #1 with a tenth grade education and CDA credentials. This teacher, in classroom A, has been with the migrant program for 13 years. She started as a teacher aide. Teacher #2, in classroom B, finished one year in technical school and has CDA credentials. She has been with the program four years. Teacher #3, in classroom C, has nine years tenure with a high school diploma and CDA certification. In additon to these three teachers a resource coordinator did the first rating on classrooms A, B and C in April as shown in Table 3. Results of teacher ratings of classrooms A, B and C by teachers 1, 2 and 3 are illustrated in Tables 4, 5 and 6. (For graphics of rating scale results see Appendix D.)

The resource coordinator who did the first rating proved to be much more liberal in her findings as seen in Table 3. When comparing the scores between classrooms it is obvious the ratings are much the same with only a one or two point spread between rooms. This became a valuable observation to the practicum procedure since the committee of teachers and

resource coordinators decided to use a self evaluation approach that allowed lead teachers to rate one another. These teachers were much more critical and provided more valid observations as shown in Tables 4, 5 and 6. Since the purpose of the practicum was to provide an ongoing training project this ECERS rating by peers will continue at regular intervals. The teachers had never visited other classrooms in the program. By being a part of the environmental rating procedure they were able to acquire new ideas and bring them back to their regular assignments. In Table 4 teacher #2 rated classroom A; Table 5 shows teacher #3 rated classroom B; and teacher #1 rated classroom C in Table 6. In the future, as the training continues, lead teachers will be rotated so they will be able to observe all of the program environments.

All ratings by the teachers meet practicum goals with the exception of classroom C. The minus ratings show the effect of new personnel on the program. This also illustrates the need for training of new people prior to classroom assignment. The goal of the practicum was to show a net gain of five points in all areas as a result of comprehensive, regular training in appropriate environmental techniques. Self evaluation was the result of carefuly monitoring of training procedures.

Table 3

Early Childhood Environment Rating Scale Results From Resource Coordinator

Category	Total Items	Class A	Class B	Class C	Total Possible
Personal Care	5	23	24	26	35
Furnishings/Display	5	24	27	27	35
Language/Reasoning	4	21	21	21	28
Fine/Gross Motor	6	30	32	30	42
Creative	7	35	35	35	49
Social Development	6	27	26	27	42
Adult Needs	4	12	13	13	28

Each category includes a varying number of items. Total Possible scores represent a perfect 7 score on every item. Total number of adults in each classroom includes one teacher and two aides. Each class has 18 children.

Table 4

Early Childhood Environment Rating Scale Results Rated By Teacher #2 On Classroom A

Category	Total Items	Rating #1	Rating #2	Loss/Gain	Tot/Pos
Personal Care	5	17	25	+8	35
Furnishing/Display	5	21	26	+5	35
Language/Reasoning	4	18	19	+1	28
Fine/Gross Motor	6	29	29	0	42
Creative	7	32	36	+4	49
Social Development	6	22	26	+4	42
Adult Needs	4	13	17	+4	28

Each category includes a varying number of items. Total Possible scores represent a perfect 7 score on every item. Total number of adults in the classroom includes one teacher and two aides. There were 18 children in classroom A.

Table 5

Early Childhood Environment Rating Scale Results Rated By Teacher #3 On Classroom B

Category	Total Items	Rating #1	Rating #2	Loss/Gain	Tot/Pos
Personal Care	5	19	23	+4	35
Furnishings	5	14	23	+9	35
Language/Reasoning	4	17	17	0	28
Fine/Gross Motor	6	25	30	+5	42
Creative	7	32	37	+5	49
Social Development	6	23	26	+3	42
Adult Needs	4	13	18	+5	28

Each category includes a varying number of items. Total Possible scores represent a perfect 7 score on every item. Total number of adults in the classroom includes one teacher and two aides. There were 18 children in classroom B.

Table 6

Early Childhood Environment Rating Scale Results Rated By Teacher #1 On Classroom C

Category	Total Items	Rating #1	Rating #2	Loss/Gain	Tot/Pos
Personal Care	5	20	25	+5	35
Furnishings	5	21	25	+4	35
Language/Reasoning	4	17	15	-2*	28
Fine/Gross Motor	6	27	30	+3	42
Creative	7	27	36	+9	49
Social Development	6	19	25	+6	42
Adult Needs	4	16	15	-1*	28

*Change in staff. A new person was added.

Each category includes a varying number of items. Total Possible scores represent a perfect 7 score on every item. Total number of adults in the classroom includes one teacher and two aides. There were 18 children in classroom C.

The Program Implementation Profile was used in conjunction with the Early Childhood Environmental Rating Scale to give another dimension to the training evaluation. Results of the PIP are shown in Tables 7, 8 and 9. The same procedure was used as in the ECERS and teachers rated one another. In the future this system will be rotated to give additional exposure to more teachers in the migrant program. Practicum goals were met and exceeded in this rating scale. In Table 8 the Adult Child interaction showed a significant increase of 16 points while Table 7 has a 12 point increase in Physical Environment and Table 9 has a similar improvement in this category. Both rating scales have an environmental approach, but the PIP added an emphasis on adult/child and adult/adult interaction. The Child Observation Record is an important part of the High/Scope program to rate a child's progress in a developmentally appropriate environment. The migrant program views the children's records as confidential and they are in the process of updating these procedures. Training in the COR is scheduled as an outgrowth of this practicum and will be included in additional High/Scope training. Anecdotal records were reviewed in committee meetings during the practicum and the results showed evidence of positive reactions by the children.

Table 7

Program Implementation Profile Results Rated By Teacher #2

On Classroom A

Area	Rating #1	Rating #2	Loss/Gain	Tot/Pos
Physical Environment	38	50	+12	50
Daily Routine	17	28	+11	30
Adult Child Interaction	30	40	+10	40
Adult/Adult Interaction	15	18	+3	30

Table 8

Program Implementation Profile Results Rated By Teacher #3

On Classroom B

Area	Rating #1	Rating #2	Loss/Gain	Tot/Pos
Physical Environment	39	41	+3	50
Daily Routine	22	26	+4	30
Adult Child Interaction	16	32	+16	40
Adult/Adult Interaction	14	19	+5	30

Table 9

Program implementation Profile Results Rated By Teacher #1 On Classroom C

Area	Rating #1	Rating #2	Loss/Gain	Tot/Pos
Physical Environment	37	49	+12	50
Daily Routine	19	28	+9	30
Adult Child Interaction	27	34	+7	40
Adult/Adult Interaction	17	20	+3	30

Table 1 on page 6 shows a survey that was used to document the problem that migrant preschool teachers are not being trained, with any continuity, on the effect of the learning environment and culture sensivity on the educational process. Ten participants were asked to complete the survey again at the final evaluation meeting to assess their competence in seven areas covered in the eight month practicum. The results in Table 10 shows their confidence in the understanding of what a developmentally appropriate curriculum means to teachers, children and parents. Final practicum evaluations and the responses from lead teachers indicate the attitudes of the migrant educators in the final session (see Appendix E.)

Table 10

Environmental Survey Responses of 10 Migrant Preschool Teachers and Staff #2

Area	Felt Competent	Need to Develop	No Response
Personal Care of Children	10		
Furnishing and Displaying	10		
Language and Reasoning	8	2	
Fine and Gross Motor	9	1	
Creative Activities	9	1	
Social Development	10		
Parent and Adult Involvement	8	2	

CONCLUSIONS

This practicum was very successful. There are many factors that contributed to this outcome. The most important contribution was made by the migrant population. They were receptive in every way. There was no resistance to new ideas and there seemed to be a thirst for knowledge. The teachers have a desire to succeed. During the practicum 24 teachers received their CDA credentials. This did not just happen. These teachers worked for their certificates in Spanish and in English. They were very proud of the accomplishment and they burst with pride when they walked up to receive their pins all dressed up in colorful attire. The practicum did not address itself directly to the CDA training, but the developmentally appropriate principles were compatible. The whole nine month experience was a once in a life time "happening."

Inservice training will continue in the migrant early childhood program because the teachers and staff will demand it. In this practicum a cohesiveness was shown that was not evident prior to the workshops. The teachers came together to share and communicate. This is not a vocal population to outsiders. They appear quiet and introverted. They spout authoritarian commands to discipline. Their use of metaphoric

responses is minimal. They want to learn. From the first workshop to the last they grew. They assumed leadership roles that they had never had before and they performed well. They helped one another and they learned to "listen to the trees grow." When they become excited they tend to rattle their native Spanish language like a tree full of black birds. This is a very high compliment. It means the party has begun. And the practicum was one big party from start to finish. It was a party that eminated from love and acceptance.

Freire and Macedo (1987) were right on track. Their "culture circles" established a base of understanding for the practicum. The full measure of success for the practicum was if the migrant preschool child had benefitted from the teachers going through the inservice training. Classroom visits showed evidence of children's work at eye level. The teachers used learning centers and had quiet places. Less commands were used on the playground. Books were displayed and not thrown into the closet in a haphazard manner. Children took part in the curriculum plan posted for all to see. Rooms were less cluttered and more organized to facilitate cleanup time. Shadow play was evident along with more art and creative activities. Cherry (1989, pg 297) has an activity that tells the sounds of selected

alphabet letters. This exercise was used in the language and reasoning workshop. The teachers couldn't quit talking about this inservice and how it worked with the children. Many more anecdotes were shared about the results of the teacher training. The lead teachers have something to follow now and can implement many of the ideas started in the practicum.

In conclusion, this practicum proved that careful analysis and planning can lend itself to a successful inservice training program that improves the learning environments of migrant preschool children. Abott-Shim (1990) stressed the importance of an evaluation instrument to facilitate the design of an inservice training program. This was excellent advice. By using a reliable, proven evaluation program goals could be set, analyzed and achieved. The three tier training program that evolved was a contribution by the teachers and was not part of the original training agenda. The training was taken over by the staff and the lead teachers and they began to teach one another with guidance and suggestions from this writer. This indicates that the inservice program will continue to grow and be expanded upon by the staff. At one training session given by a curriculum coordinator this writer was referred to as their "early childhood expert." This is very high praise.

Recommendation

The writer has four points to recommend to the migrant inservice program based on the results of this practicum. First, the practicum has provided a resource list that was used in construction of workshops. The books and periodicals in this list should be expanded upon and an inservice library should be established. This library should be accessible to the staff and teachers so they may browse and check out materials. The library should subscribe to all current publications in early childhood such as Childhood Education and Young Children. Second, an annual schedule of inservice training and evaluation needs to be established. A spiral plan that links one workshop with the next can offer review of previous training and introduction of new training. Third, evaluation should be a continuous process and involve the director, staff, lead teachers and parents. This creates a growing process. Evaluation is important to measure progress and is an excellent planning tool for inservice. Last, parents must be encouraged to take a part in the learning process through home visits and celebrations at the school. The togetherness of the migrant community can lead to more involvement in the learning process. Migrants are family oriented. When the child

learns a concept it is shared by the whole community. In many ways the parents are still children. They know the child within them. This is a very good quality and is to be commended.

Dissemination

The results of this practicum were shared with the migrant stream through the National Association of Migrant Educators. This writer is a charter member of NAME. The practicum will be the basis for a grant application to the Bernard van Leer Foundation. The foundation, with headquarters in The Hague, funds inservice training projects for early childhood worldwide.

More than 40 programs in the Eastern migrant stream will receive the practicum results through internal memo.

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APPENDIX A

Date:

The Learning Environment Training Project

Survey Form

In an effort to improve the Chapter I migrant teacher training program we would like to find out what additional skills are necessary for personnel who work with preschool children of migrant families.

We would therefore, appreciate your assistance in completing this information. If additional space is needed please use the reverse side.

PLEASE CHECK ONE RESPONSE IN EACH AREA

Total Personal Care Of Children.
_____I feel competent in this area.
_____I feel I need to develop further in these skills.

Furnishing and Displaying Learning Materials.
_____I feel competent in this area.
_____I feel I need to develop further in these skills.

Language and Reasoning.
_____I feel competent in this area.
_____I feel I need to develop further in these skills.

Fine and Gross Motor Supervision.
_____I feel competent in this area.
_____I feel I need to develop further in these skills.

Creative Activities.
_____I feel competent in this area.
_____I feel I need to develop further in these skills.

Social Development.
_____I feel competent in this area.
_____I feel I need to develop further in these skills.

Parent and Adult Opportunities.
_____I feel competent in this area.
_____I feel I need to develop further in these skills.

PLEASE USE THE REVERSE SIDE

APPENDIX B

Inservice Evaluation

Title of Workshop PIP ECER Orientation

Name of Consultant _____

Check appropriate category:

Regular Education Teacher_____
Exceptional Education Teacher_____
Administrator_____
Supervisor_____
Paraprofessional_____
Parent_____
Other_____
(please specify)_____

	YES	NO	DOES NOT APPLY
1. The purpose or objective(s) of this workshop was made clear to me.	_____	_____	_____
2. The methods employed by the consultant were appropriate for achieving the objectives for this workshop.	_____	_____	_____
3. Resource materials used by the consultant were relevant to the session.	_____	_____	_____
4. The workshop was well organized and managed efficiently.	_____	_____	_____
5. The consultant was aware of individual differences and needs.	_____	_____	_____
6. This activitiy was relevant to my needs.	_____	_____	_____
7. Sufficient time was allowed for a question and answer period.	_____	_____	_____
8. I feel prepared to apply what I have learned as I perform my duties.	_____	_____	_____
9. I would like further inservice on this specific area.	_____	_____	_____

Comments: The most positive aspect of this workshop was_____

_____

To improve this workshop, please_____

_____

APPENDIX C

Early Childhood Environment Rating Scale

Score Sheet and Profile

Name of Facility	Room	Age of Children youngest to oldest	Name of Rater	Position of Rater	Date
		to			

60

1. Greeting/departing

1 2 3 4 5 6 7

3. Nap/rest

1 2 3 4 5 6 7

5. Personal grooming

1 2 3 4 5 6 7

7. or◆7. Furnishings (learning)

1 2 3 4 5 6 7

9. Room arrangement

1 2 3 4 5 6 7

11. Understanding language

1 2 3 4 5 6 7

Total Personal Care (Items 1-5)

10. or◆10. Child related display

1 2 3 4 5 6 7

2. or◆2. Meals/snacks

1 2 3 4 5 6 7

4. Diapering/toileting

1 2 3 4 5 6 7

6. Furnishings (routine)

1 2 3 4 5 6 7

8. Furnishings (relaxation)

1 2 3 4 5 6 7

12. Using language

1 2 3 4 5 6 7

67

Total Furnishings/display (Items 6-10)

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ISBN 0-8077-2635-4

13. Reasoning

1 2 3 4 5 6 7

14. or ◆14. Informal language

1 2 3 4 5 6 7

Total
Language/reasoning
(Items 11-14)

68

15. Fine motor

1 2 3 4 5 6 7

16. Supervision (FM)

1 2 3 4 5 6 7

17. GM space

1 2 3 4 5 6 7

18. GM equipment

1 2 3 4 5 6 7

19. GM time

1 2 3 4 5 6 7

20. Supervision (GM)

1 2 3 4 5 6 7

Total
Fine/gross Motor
(Items 15-20)

21. Art

1 2 3 4 5 6 7

22. Music/movement

1 2 3 4 5 6 7

23. Blocks

1 2 3 4 5 6 7

24. Sand/water

1 2 3 4 5 6 7

69

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25. Dramatic play

1 2 3 4 5 6 7

62

26. Schedule (creative)

1 2 3 4 5 6 7

70

27. Supervision (creative)

1 2 3 4 5 6 7

Total Creative Activities (Items 21-27)

28. Space (alone)

1 2 3 4 5 6 7

29. Free play

1 2 3 4 5 6 7

30. Group time

1 2 3 4 5 6 7

31. Cultural awareness

1 2 3 4 5 6 7

[illegible]

1 2 3 4 5 6 7

33. Exceptional provisions

1 2 3 4 5 6 7

Total Social Development (Items 28-33)

34. Adult personal area

1 2 3 4 5 6 7

35. Adult opportunities

1 2 3 4 5 6 7

36. Adult meeting area

1 2 3 4 5 6 7

37. Parent provisions

1 2 3 4 5 6 7

Total Adults (Items 34-37)

71

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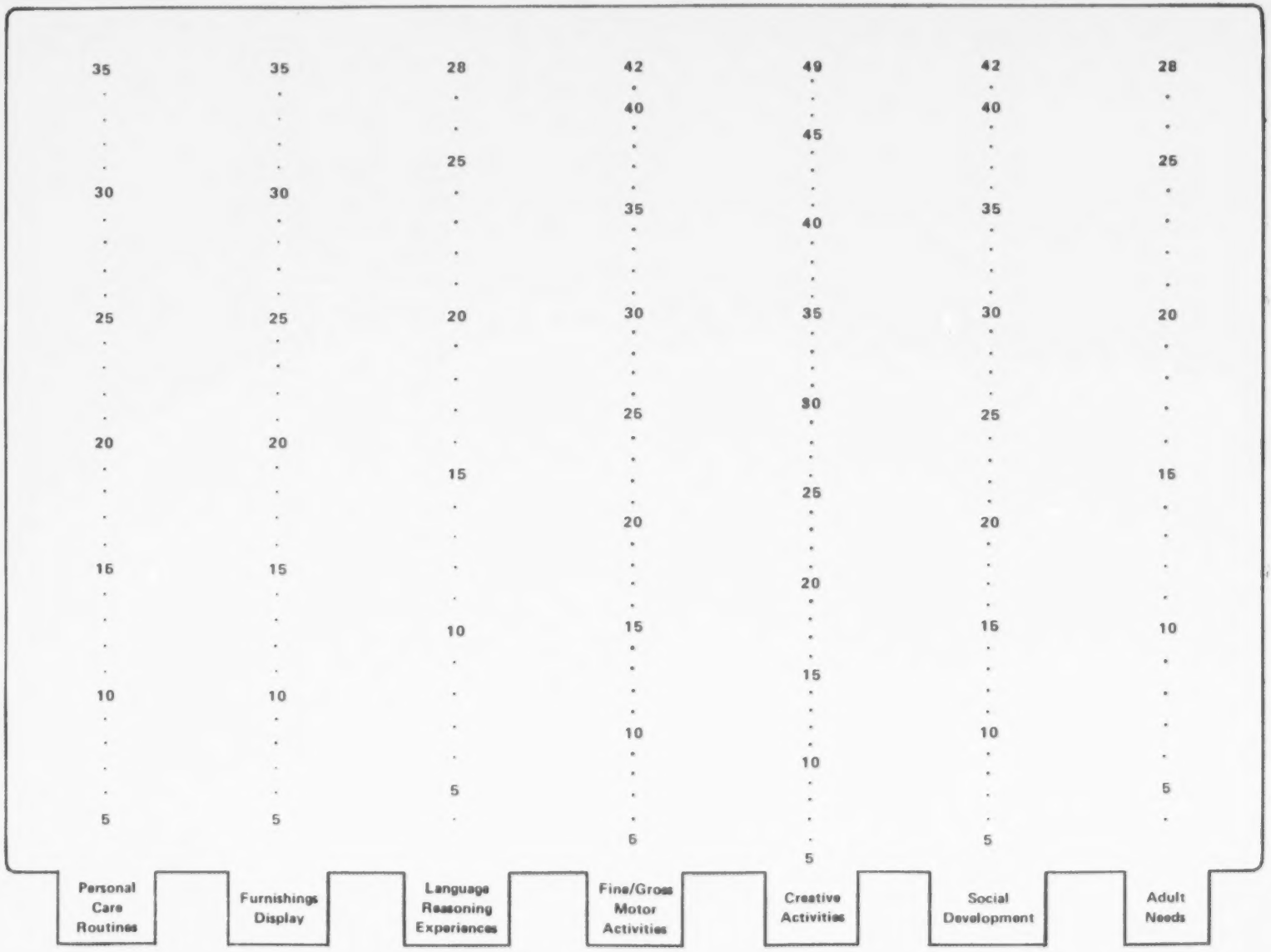
Name of Facility	Room	1st	2nd	3rd
63				

CIRCLE THE TOTAL SCORE FOR EACH AREA.
CONNECT THE CIRCLED NUMBERS WITH STRAIGHT LINES.



72

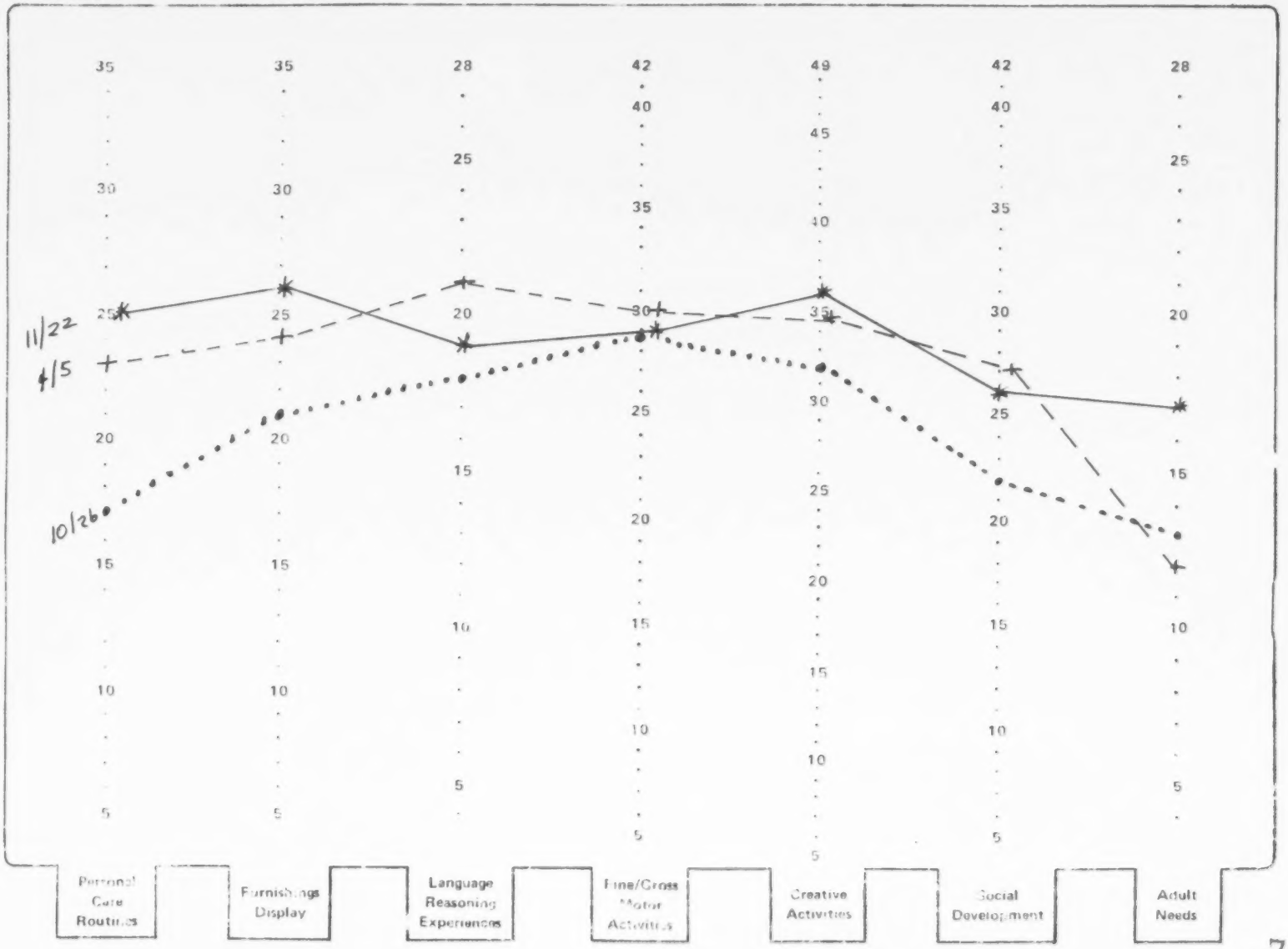
73

APPENDIX D

Early Childhood Environment Rating Scale Results

MIGRANT EDUCATION	A	1st 4/5	2nd 10/26	3rd 11/22
Name of Facility	Room	Dates of Rating		

RATED BY TEACHER # 2



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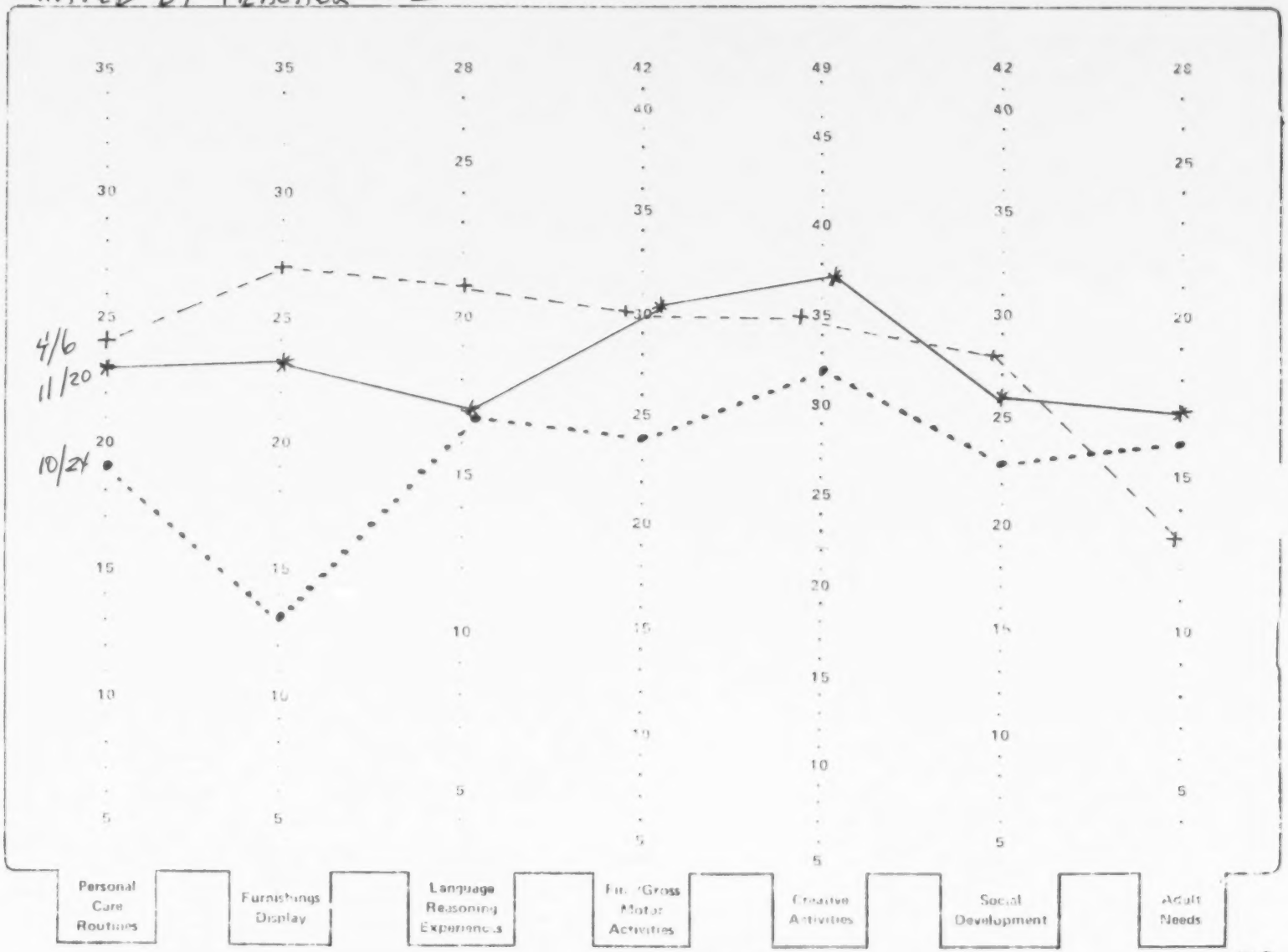
MIGRANT EDUCATION	B	1st 4/6	2nd 10/24	3rd 11/20
Name of Facility	Room	Dates of Rating		

66

RATED BY TEACHER #3

CIRCLE THE TOTAL SCORE FOR EACH AREA.
CONNECT THE CIRCLED NUMBERS WITH STRAIGHT LINES.



77

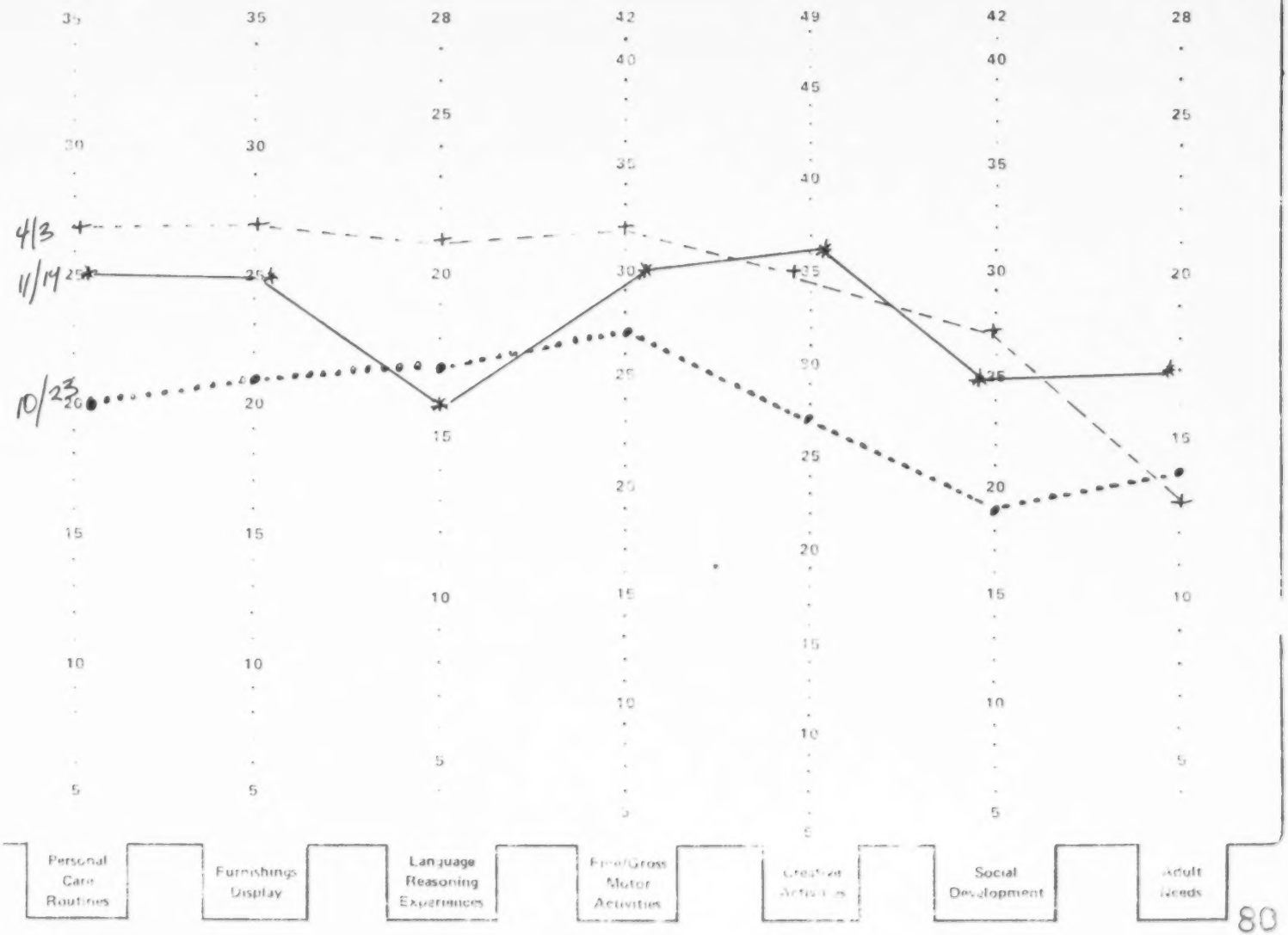
78

MIGRANT EDUCATION	C	1st 4/3	2nd 10/23	3rd 11/19
Name of Facility	Room	Dates of Rating		

67

RATED BY TEACHER #1

CIRCLE THE TOTAL SCORE FOR EACH AREA.
CONNECT THE CIRCLED NUMBERS WITH STRAIGHT LINES.



79

80

11/28/90

APPENDIX E

FINAL PRACTICUM EVALUATION

Please make a check mark in the appropriate space. You are invited to write comments at the bottom of the evaluation and on the back of the paper.

	Yes	No	Does Not Apply
1. The inservice training provided by the practicum helped me in my work with children.			
2. The subject areas were clear and followed "developmental guidelines."			
3. The workshops were lively and held my interest.			
4. The inservice training helped bring the classrooms together to work on common goals.			
5. I would like additional inservice workshops along the same guidelines as the practicum provides.			
6. I felt there was a purpose for each workshop.			
7. The inservice gave me a sense of belonging to the practicum implementation.			

COMMENTS:

WRITTEN COMMENTS ON FINAL PRACTICUM EVALUATION

Resource Coordinator: "I think the main benefit of the workshops has been from their practicality. A philosophy of education has been presented in such a way so that it may be implemented. The more practical a theory seems the more it keeps our teachers' attention."

Program Director: "It made my job far more easier, as all adults working with the children were motivated and were inspired to do a much better job with interest and enthusiasm. All workshops were given, keeping the level of learning of all our adults in mind, and had an excellent balance of being lively enough to hold ongoing interest, and made it quite serious to carry an important point across. One of the most beautiful outcomes was it brought all our classrooms together and greatly promoted team work. Overall this practicum proved to be highly beneficial for both our adults and our children."

Teacher #1: "To keep all materials fresh I would like to have more inservice workshops. I feel myself better as a teacher. I feel rewarded to have had these workshops. I have learned

a great deal with this training and can better myself with the children. Migrant children need people who can give them much love and attention in a good enviornment. I have accomplished that goal."

Teacher #2: "The inservice helped me a lot. I used lots of activities from the inservice in my classroom. Participating this training has been a learning experience for me. Thank you."

Teacher #3: "The training helped bring all centers together as a team. The workshops helped me to get better ideas on how to work with migrant children."

APPENDIX F

PIP Summary Score Sheet

And Results

PIP SUMMARY SCORE SHEET: FULL IMPLEMENTATION

Program Name: A Rater: #2 PIP Dates: T1: 10/26 T2: 11/22 T3: 73

		Rating (1–5) T1	T2	T3
I. PHYSICAL ENVIRONMENT				
* 1. Room divided into well-defined work areas		3	5	
* 2. Adequate work space in each area		4	5	
* 3. Room safe and well maintained		4	5	
* 4. Materials arranged and labeled		3	5	
* 5. Adequate materials for several children		4	5	
* 6. Variety of real materials available		3	5	
* 7. Materials accessible to children		4	5	
8. Large-muscle equipment available		5	5	
* 9. Materials promote awareness of differences		3	5	
10. Materials promote development in all areas		5	5	
		(38)	(50)	
II. DAILY ROUTINE				
*11. Adults implement consistent daily routine		3	5	
*12. Adequate time for planning, working, and recall		3	5	
*13. Variety of planning strategies used		3	5	
*14. Variety of recall strategies used		3	4	
*15. Balance of large- and small-group activities		3	4	
16. Children carry out own ideas at adult-initiated times		2	5	
		(17)	(28)	
III. ADULT-CHILD INTERACTION				
*17. Adults observe, question, repeat, and extend language		3	5	
*18. Adults participate in children's play		4	5	
*19. Adult and child talk balanced and natural		5	5	
20. Adults encourage fun with spoken/written language		3	5	
*21. Adults encourage problem-solving and independence		5	5	
*22. Adults encourage cooperation among children		4	5	
23. Adults maintain reasonable limits		3	5	
24. Adults maintain awareness of whole classroom		3	5	
		(30)	(40)	
IV. ADULT-ADULT INTERACTION				
*25. Staff use team teaching model	(N/A)	4	4	
26. Staff use team planning and evaluation process	(N/A)	3	5	
27. Staff use Child Assessment Record (CAR)		—	—	
28. Staff complete Child Observation Record (COR)		—	—	
29. Staff involve parents in program		3	4	
*30. Staff involved in ongoing inservice training		5	5	
		(15)	(18)	
TOTAL FULL-PIP SCORE (30–150)		100	150	

[Starred (*) items are rated to assess "training implementation." All items are rated to assess "full implementation."]

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PIP SUMMARY SCORE SHEET: FULL IMPLEMENTATION

Program Name: B Rater: #3 PIP Dates: T1: 10/24 T2: 11/20 T3: 74

	Rating T1	T2	T3
I. PHYSICAL ENVIRONMENT			
* 1. Room divided into well-defined work areas	4	4	
* 2. Adequate work space in each area	4	4	
* 3. Room safe and well maintained	4	5	
* 4. Materials arranged and labeled	4	4	
* 5. Adequate materials for several children	4	4	
* 6. Variety of real materials available	4	4	
* 7. Materials accessible to children	4	4	
8. Large-muscle equipment available	4	4	
* 9. Materials promote awareness of differences	3	4	
10. Materials promote development in all areas	4	4	
	(39)	(41)	
II. DAILY ROUTINE			
*11. Adults implement consistent daily routine	4	4	
*12. Adequate time for planning, working, and recall	4	5	
*13. Variety of planning strategies used	3	4	
*14. Variety of recall strategies used	3	4	
*15. Balance of large- and small-group activities	4	5	
16. Children carry out own ideas at adult-initiated times	4	4	
	(22)	(26)	
III. ADULT-CHILD INTERACTION			
*17. Adults observe, question, repeat, and extend language	3	3	
*18. Adults participate in children's play	1	4	
*19. Adult and child talk balanced and natural	2	4	
20. Adults encourage fun with spoken/written language	1	4	
*21. Adults encourage problem-solving and independence	3	5	
*22. Adults encourage cooperation among children	3	4	
23. Adults maintain reasonable limits	1	4	
24. Adults maintain awareness of whole classroom	2	4	
	(16)	(32)	
IV. ADULT-ADULT INTERACTION			
*25. Staff use team teaching model (N/A)	3	5	
26. Staff use team planning and evaluation process (N/A)	4	4	
27. Staff use Child Assessment Record (CAR)	—	—	
28. Staff complete Child Observation Record (COR)	—	—	
29. Staff involve parents in program	3	5	
*30. Staff involved in ongoing inservice training	4	5	
	(14)	(19)	
TOTAL FULL-PIP SCORE (30–150)	91	117	

[Starred (*) items are rated to assess "training implementation." All items are rated to assess "full implementation."]

PIP SUMMARY SCORE SHEET: FULL IMPLEMENTATION

Program Name: C Rater: #1 PIP Dates: T1: 10/23 T2: 11/19 T3: _75

Rating (1–5)

		T1	T2	T3
	I. PHYSICAL ENVIRONMENT			
*	1. Room divided into well-defined work areas	5	5	
*	2. Adequate work space in each area	5	5	
*	3. Room safe and well maintained	5	5	
*	4. Materials arranged and labeled	4	4	
	5. Adequate materials for several children	4	5	
*	6. Variety of real materials available	3	5	
*	7. Materials accessible to children	3	5	
	8. Large-muscle equipment available	4	5	
	9. Materials promote awareness of differences	3	5	
	10. Materials promote development in all areas	5	5	
		(41)	(44)	
	II. DAILY ROUTINE			
*	11. Adults implement consistent daily routine	4	5	
*	12. Adequate time for planning, working, and recall	3	5	
*	13. Variety of planning strategies used	3	5	
*	14. Variety of recall strategies used	3	5	
*	15. Balance of large- and small-group activities	3	4	
	16. Children carry out own ideas at adult-initiated times	3	4	
		(19)	(28)	
	III. ADULT-CHILD INTERACTION			
*	17. Adults observe, question, repeat, and extend language	4	4	
*	18. Adults participate in children's play	4	4	
*	19. Adult and child talk balanced and natural	4	4	
	20. Adults encourage fun with spoken/written language	3	5	
*	21. Adults encourage problem-solving and independence	3	4	
*	22. Adults encourage cooperation among children	3	4	
	23. Adults maintain reasonable limits	3	4	
	24. Adults maintain awareness of whole classroom	3	5	
		(27)	(34)	
	IV. ADULT-ADULT INTERACTION			
*	25. Staff use team teaching model (N/A)	4	5	
	26. Staff use team planning and evaluation process (N/A)	4	5	
	27. Staff use Child Assessment Record (CAR)			
	28. Staff complete Child Observation Record (COR)			
	29. Staff involve parents in program	4	5	
*	30. Staff involved in ongoing inservice training	5	5	
		(17)	(20)	
	TOTAL FULL-PIP SCORE (30–150)	104	131	

[Starred (*) items are rated to assess "training implementation." All items are rated to assess "full implementation."]

APPENDIX G

RESOURCE LIST

Barbe, W. (1985). Growing Up Learning: The Key To Your Child's Potential. Washington, D.C.: Acropolis Books.

Bradway, C. (1987). Quick Check of Children's Learning Styles. Oklahoma: Beeby-Champ.

Breighner, K. & Rohe, D. (1990). I Am Amazing: A Program Promoting Health, Safety, And Self Esteem. Minnesota: American Guidance Service.

Cherry, C., Godwin, D. & Staples, J. (1989). Is The Left Brain Always Right?: A Guide To Whole Child Development. California: Lake.

Cherry, C. (1983). Please Don't Sit On The Kids. California: Lake.

Cherry, C. (1981). Think Of Something Quiet. California: Lake

DeVries, R. & Kohlberg, L. (1987). Constructionist Early Education: Overview and Comparison with Other Programs. Washington, D.C.: National Association for the Education of Young Children.

Dodge, D. (1988). The Creative Curriculum For Early Childhood. Washington, D.C.: Creative Associates.

Freire, P. & Macedo, D. (1987). Literacy: Reading The Word and the World. Mass: Bergin & Garvey.

Hohman, M. (1983). A Study Guide To Young Children In Action. Michigan: High/Scope Press.

Mitchell, G. (1982). A Very Practical Guide To Discipline With Young Children. New York: Telshare.

Munro, J. (1985). Movement Education: A Program For Young Children Ages 2 to 7. California: MDEA Press.

Reardon, B. (1988). Educating for Global Responsibility: Teacher Designed Curriculua for Peace Education, K-12. New York: Teachers College Press.

Scott, L. (1986). Quiet Times: Relaxation Techniques for Early Childhood. Minnesota: T.S. Denison.

APPENDIX H

Workshop Outline

LESSON PLAN

Personal Care

April

COMPETENCIES	STRATEGIES
Demonstrate Good Health Practices By:	
Modeling five positive health habits agreed upon in class discussion.	Review teachers' physical examinations and obtaining health card and doctor certificate.
	Invite a resource person to discuss good health practices and the importance of caregivers modeling good health habits.

COMPETENCIES	STRATEGIES
	Visit a classroom and evaluate health habits of workers.
	Have participants write a set of rules to insure that workers serve as good models for children.
	Formulate rules into a check list for personal health practices.
Implementing five activities or experiences which reinforce good health practices for young children.	Show films to emphasize the importance of early health practices of children.

COMPETENCIES	STRATEGIES
	With teachers develop a list of good health practices for young children and ways to teach them.
	Have teachers role play activities whch reinforce good health practices with young children.
	Have teachers prepare personal care teaching materials such as charts for hand washing.

LESSON PLAN

FURNISHING AND DISPLAYING

April

COMPETENCIES	STRATEGIES
Demonstrate Good Furnishing and Display Practices By:	
Each interest area showing a rich supply of equipment and materials that are rotated and replaced.	Review teachers' present classroom and list furniture and materials in each interest area. Suggest interest areas including the block corner, house corner, table toy area, art corner, library corner, sand and water area, outdoor and gross motor.

COMPETENCIES	STRATEGIES
	List the warning signs that equipment and materials may be in appropriate.
	Suggest that materials selected may be too difficult for children to handle on their own. There may be no labels to indicate where are to be placed.
Implementing models which reinforce good use of equipment and materials.	Show Dodge (1988) video of model classroom.
	Review basic equipment and materials list with teachers and needs.

LESSON PLAN

Language And Reasoning

Day

COMPETENCIES	STRATEGIES
Demonstrates an Understanding of the Importance of Listening Skills in Language Development in Young Children by:	
Implementing two activities for aiding the development of a child's listening skills.	Discuss the children need to access listening strategies Discuss different kinds of activities that aid the development of a child's listening skills (games, stories, records and songs)

COMPETENCIES	STRATEGIES
	Have teachers plan simple games for teaching children to listen to directions and follow them.
Identifiying two reasons for listening attentively to young children.	Discuss the importance of the role of the teacher as a listener and a talker in interactions with children.
	Use tapes of actual preschool conversation. Discuss improvements teachers may need to make in their own listening habits.

LESSON PLAN

Fine and Gross Motor

June

COMPETENCIES	STRATEGIES
Understanding the Use of Motion in Developing Motor Skills By:	
Implementing activities where children learn to move and move to learn.	Discuss movement abilities such as: running, jumping, skipping, rolling, throwing, catching kicking, bending and shaking.

COMPETENCIES	STRATEGIES
	Demonstrate traditional movement activities and introduce new ideas from Munro (1985)
	Have teachers perform movement activities before group to reinforce their use of this procedure.
	Have teachers make a list of five organized movement ideas they will use with children.
Demonstrating their understanding of movement education.	Drill and performance of activities by teachers.

LESSON PLAN

Creative Activities

July

COMPETENCIES	STRATEGIES
Demonstrates the Importance of the Value of Creative Art in the Classroom By:	
Identifying five positive elements in the physical and emotional evironment necessary for a child to enjoy creative experiences.	Involve teachers in an actual art activity such as finger painting. Have them discuss how they feel about their creative efforts
	Role play positive and negative influences on creativity.

COMPETENCIES	STRATEGIES
Describing ways that creative experiences help a child physically, emotionally, socially and intellectually.	Introduce Cherry (1989) and the concept of right brain activities. Have teachers make a list of what would be right and left brain learning. Discuss creativity as a learning technique to develop through art, music and general appreciation of the beauty of the land and its people.

LESSON PLAN

Social Development

August

COMPETENCIES	STRATEGIES
Demonstrates Ability to Contribute to the Social Development By:	
Listing five phrases which could be used with children to build a positive self image.	Have teachers compile phrases used with children that foster self image. Discuss eye contact, body language, and positive reinforcement.
Identifying and using materials or equipment for three activities that build self image.	Introduce Barbe (1985) and explain how learning styles contribute to self image.

LESSON PLAN

Parent Involvement

September

COMPETENCIES	STRATEGIES
Demonstrates Understanding of the Importance of Establishing and Maintaining a Positive Relationship with Parents By:	
Identifying at least one value of positive teacher-parent interaction to:	Have teachers discuss teacher-parent interaction and identify positive example.
the child the parents the teacher	Invite parents to session to discuss interaction in and outside of school.
Outlining a Plan of Action.	Three way involvement.

MIGRANT PRESCHOOL TEACHER TRAINING

TITLE: How Children Learn To Think

SUBJECT AREA: Language and Reasoning

CONCEPTS: It is through active involvement with their environment that children make sense of the world around them.

TOPICS: Descriptive Classifications
Generic Classifications
Relational Classifications

INSTRUCTIONAL METHODS: Role playing and practice in the use of open-ended questions. Physically manipulating real objects as children discuss their actions.

COGNITIVE OBJECTIVES: Reinforcement of Piaget theories of how children think and introduction of Erickson's stages of socio-development.

AFFECTIVE OBJECTIVES: To understand and appreciate how children learn. To understand how children develop a sense of trust. To understand how children develop competence when teachers reinforce play activities.

CURRICULUM IDEAS

A. Help children label and organize their world.

1. Teachers make statements and ask questions to describe what they are doing and what they remember about classroom activities.
2. Help children use what they know to discover new information.
3. Set up cause-and-effect experiences.
4. Help children make comparisons and classify.
5. Help children look for solutions to problems.
6. Help encourage children to value their own thoughts and feelings about their world.
7. Help children use language in a nurturing, nonthreatening way.

RESOURCE FOR STUDY: Dodge, D. (1988). The Creative Curriculum For Early Childhood. Washington, D.C.: Creative Associates. p. 1-8.

TRAINING AGENDA

Date:_____

8:00-8:30	Introductory Bingo
8:30-9:30	Arranging the Classroom (Dodge Video) Focus on similarities and differences
9:30-9:45	Break
9:45-10:15	Movement Activities (Munro) Elements of Daily Routine
10:15-11:00	Selection #1 In Training Manual Piaget and Erickson Theories
11:00-11:15	Break
11:15-12:00	Introduction to Personal Care
Objectives:	To acquaint the staff from different centers with one another and to create a relaxed atmosphere. To identify the differences and similarities in room arrangements.
	To discuss the rationale for child planning.
	To familiarize participants with the fact that children are active learners who learn best from activities they plan and carry out themselves.
	To examine some of the important characteristics of learning theory.

WORKSHOP ACTIVITIES

Title: Warmup

All workshops begin with warmup activities.

Purpose: To relax participants and make them feel that they belong to the group.

Materials needed:

Record player

Tape recorder

TV and VCR

Sign "I Give Hugs"

Physical Arrangement: Large circle with open space in middle.

Handout:

No handout is necessary for "warmup."

Introducing the workshop:

It is important to have all participants feel at ease in the workshop setting. This is done by having each teacher look into the face and eyes of the person sitting on their right and then the person sitting on their left. They are then asked to touch one another and say "hello." In an early childhood environment the space should be free with plenty

of elbow room. It is recommended that participants spread their arms out and get plenty of space around them. When space is cramped "warmup" activities might be moved outside. When the teachers have looked at and touched their neighbor they are asked if they noticed the beauty in the person sitting next to them. Each teacher in early childhood has a special glow because they "work with children."

Activities:

Breathing:

Have participants place hands lightly on their stomachs. Explain that when we breath in our stomach expands and when we breath out our stomach contracts. Count 1-2-3 as the teachers breathe in and hold it 1-2-3. Have them breath out to a count of 1-2-3. Take 10 breaths in this manner as they count to themselves. (This technique can make one light headed because of the intake of oxygen. They are not used to breathing properly.)

I See:

Instructor says, "I see!" Teachers say, "What do you see?" Instructor says, "I see hands on head."

Participants put hands on head. Instructor says, "I see!" Teachers say, "What do you see?" Instructor says, "I see everybody standing up." Participants all stand up. Instructor says, "I see!" Teachers say, "What do you see?" Instructor says, "Hands on hips." Teachers put hands on hips. The instructor can go through a variety of body awareness activities using this technique. Instructor says, "I see!" Teachers say, "What do you see?" Instructor says, "Back to back." Each teacher chooses a partner and puts her back against that person's back. He can say, "Side to side, toes to toes, or nose to nose." This technique is an ice breaker and can really relax the audience. Finally the instructor says, "I see!" Teachers say, "What do you see?" Instructor says, "I see everybody sitting in their chairs relaxed and comfortable. Everybody sits down. The following activity "Mirror-Mirror" can be used to accompany "I see" technique.

Mirror-Mirror:

Instructor says, "I see!" Teachers say, "What do you see?" Instructor says, "I see everyone standing

up tall." Participants stand. Teachers are asked to choose a partner and hold that person's hand over their heads. Then instructor arranges the circle with one partner's back to the instructor and one person facing the instructor. The person facing the instructor is the "mirror" for the participant with her back to the instructor. Then the instructor waves his hands over his head. The person facing him follows the lead and waves her hands. The "mirror" copies the person she is facing, but she has her back to the instructor and is cautioned "don't peek." The instructor wiggles and contorts and does the twist. He touches his toes with his hands and wiggles his hips. Participants go wild with laughter as they copy the antics of their instructor and their mirror. The group is then asked to switch places and the other person becomes the "mirror." Then the procedure is repeated. This exercise is closed by using the "I see" technique to see everybody relaxed in their chairs.

Quiet Time:

It should be explained that a child's day is

interspersed with a variety of combinations of boisterous and quiet play. Quiet time can be one of relaxation and contemplation. It should be cautioned that teachers never yell "Be quiet" at children because in this way they are robbing them of their quiet time. Time out or a time out chair is never recommended. A quiet place is a soft cozy corner and also can dwell in one's mind.

Teachers are asked to put all pencils and papers down under their chairs and put their hands in a relaxed manner on their knees. Their feet are flat on the floor and legs are uncrossed. They are asked to close their eyes and listen to the instructor's voice. The instructor can use a variety of scenes that are comfortable and fit into his background. Mountain scene descriptions are effective as well as pastoral and seashore pictures. In a quiet and soft tone the instructor describes the scene and asks the teachers to visualize the description in their minds with their eyes closed. They are encouraged to find their "quiet place" and feel the quiet time.

This meditation technique should take no more than ten minutes. Participants are asked to open their eyes and focus on the present and objects in the room to close the activity.

We're All In The Same Boat:

Using the "I see" method again to get the participants standing in a circle it is explained that we are a team consisting of the child the teacher and the parent. In a manner of speaking, "We are all in the same boat." The instructor says, "I see!" Teachers say, "What do you see?" Instructor says, "I see everybody jumping in the boat--jump in the boat." Participants follow the instructors lead and they all take one big jump sidewards into the boat. Instructor says he sees everybody pulling in the anchor and the participants pull in the anchor. Each time he says "I see!" The teachers respond, "What do you see?" The instructor sees the group rowing the boat, climbing the mast, and pulling up the sail. At the close of the boat rowing experience the participants throw

the anchor out of the boat and then they all "jump out of the boat." This technique is designed to show that teamwork means everbody rows the boat. The leader can't ride while the workers row. The boat is the space ship earth and we're all rowing.

Resource List:

Cherry, C. (1981)

Cherry, C. (1983)

Munro, J. (1985)

Scott, L. (1986)

WORKSHOP ACTIVITIES

Title: Personal Care #1

Purpose: To promote health, safety, and self-esteem through child-centered activities.

Materials needed:

Tape recorder

Pencils and Paper

Physical Arrangement: Large circle with open space in middle.

Handout:

"I'm Amazing" songsheet, Breighner, K. & Rohe, D. (1990). "I am a butterfly" poem, Scott, L. (1986).

Introducing the workshop:

All inservice training uses the warmup activities to begin. This lends continuity and sets the scene.

Activities:

My Amazing Body

This activity shows participants how to familiarize children with the name, location, and function of specific body parts and how they work together.

My Five Senses

This segment introduces the five senses (hearing, seeing, smelling, tasting, and touching) and how they are used in the world around us.

Amazing Me

This unit helps to develop an appreciation for differences and promotes positive self-esteem.

I Am A Butterfly

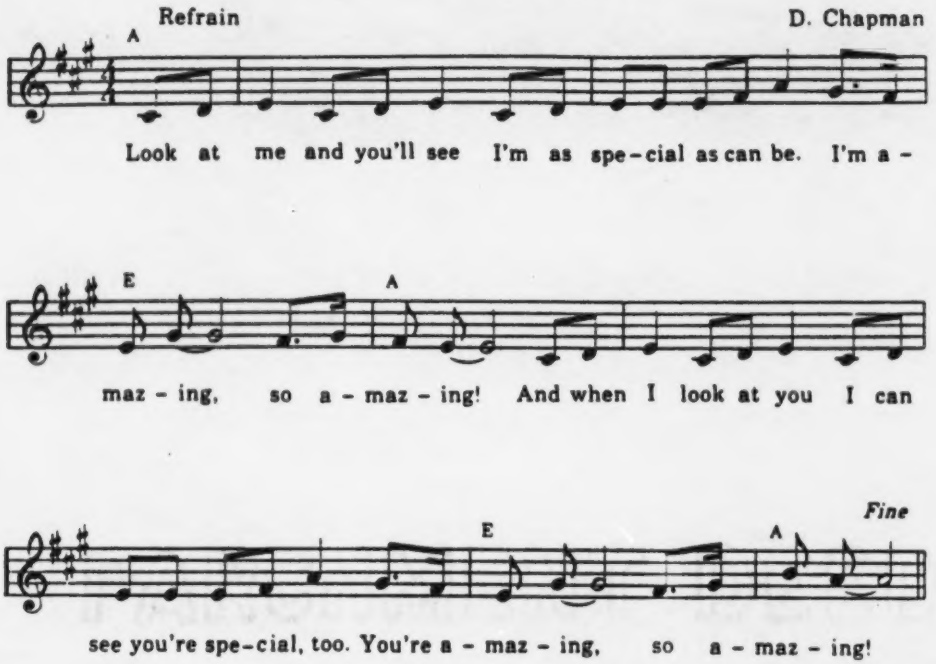
Teachers are asked to act out the part of the butterfly and spread their arms and put their arms up to go to sleep at night. This activity is used throughout inservice to acquaint participants with the importance of nature in the classroom.

Resource list: Breighner, K. & Rohe, D. (1990)
Scott, L. (1986)

Note: Handouts are from workbooks with permission to use for inservice training.

Song "I'm Amazing" is from the I Am Amazing program authored by Kathryn Breighner and Deborah Rohe, © 1990, American Guidance Service, Inc., Circle Pines, Minnesota 55014-1796. Used with permission of publisher. All rights reserved.

I'm Amazing


Refrain
D. Chapman
A
Look at me and you'll see I'm as spe-cial as can be. I'm a -
E
A
maz - ing, so a - maz - ing! And when I look at you I can
Fine
E
A
see you're spe-cial, too. You're a - maz - ing, so a - maz - ing!

My Amazing Body
I have ten little fingers
And ten little toes,
All arranged in two straight rows,
Two bright eyes
And a neat little nose,
A mind that learns and a body that grows.
(Refrain)

My Five Senses
I have ears to hear.
I have eyes to see
A bird or flow'r or a bumblebee.
I can touch the grass
Or the trunk of a tree
And taste the food that's prepared for me.
(Refrain)

Amazing Me
There are so many things
That I can do–
Button my shirt or tie my shoe,
Hop and skip
And gallop, too,
Or paint a picture just for you.
(Refrain)

Our Families and Friends
And I am part
Of a family.
I've a mom and sister who care for me,
A grandma's lap,
And a grandpa's knee,
And a lot of cousins who visit me.
(Refrain)

My Feelings and Yours
I smile when I'm happy,
I cry when I'm sad,
And shed a tear when I feel bad.
I laugh out loud
When I am glad,
And I scowl a lot when I am mad.
(Refrain)

Healthy Habits
I brush my teeth
And comb my hair,
Clean my fingernails with care,
I have a hanky
And a spare
And I try to wear clean underwear.
(Refrain)

Healthy Foods
My body needs food
To help me grow
Straight and strong from head to toe.
Eating well
Will help, I know,
To give my cheeks a healthy glow.
(Refrain)

Safety First
There are things I do
And things I know
To keep me safe wherever I go.
When to say "yes"
And when to say "no,"
When to stop and when to go.
(Refrain)

Safe at Home
There are things that I
Won't eat or drink
From the medicine chest or under the sink.
I "wait and see"
And "stop and think."
Put away my toys as quick as a wink.
(Refrain)

The Tired Caterpillar

A caterpillar went to sleep one day,
In a cradle bed of silver gray.
She curled up tightly in her nest. *(Clasp arms across chest.)*
She was tired, so her bed was best.
She slept through winter long and cold,
Tightly in her blanket rolled.

The caterpillar woke one day,
To find that spring was on its way. *(Unclasp arms and raise to sun.)*
She knew that she had golden wings, *(Spread arms.)*
No need to crawl on sticks and things,
For now she was a butterfly.
She was so happy she could fly. *("Fly.")*

I'll Do These Things

I'll put my hands on top of my head,
And cover my eyes just as you said.
I'll stand up tall and make a bow,
And hide my hands behind me now.

I'll stretch my hands away up high,
Pretend that I can touch the sky.
I'll quickly clap, 1, 2, 3, 4,
Then I'll sit down quietly on the floor.

Perform actions as indicated. This rhyme can be used when children return from recess.

Counting Daisies

One little daisy is standing in a row. *(One child stands.)*
Up comes another one, what do you know! *(Another child stands.)*
Now there are two daisies standing in a row.

Continue the rhyme until all children are standing. Then subtract until all daisies have "blown away," using this version of the rhyme:

Six little daisies are standing in a row. *(Six children stand.)*
One blows away, what do you know! *(One child sits down.)*
Now there are five daisies standing in a row.

Children leaving the group return to the rug or floor and relax.

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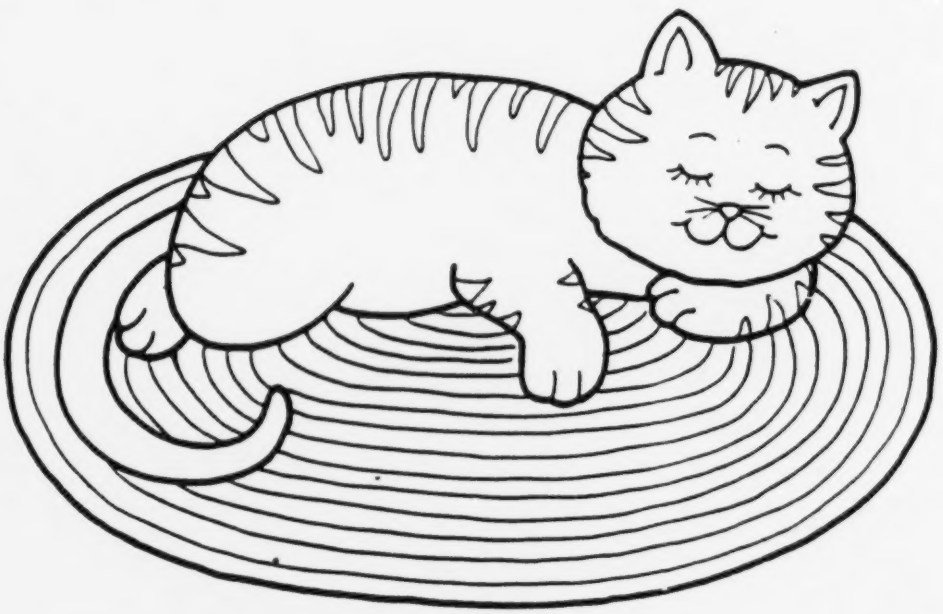
Sleepy Kitten

The kitten stretches, *(Stretch.)*
Until she is long.
She makes a soft little purring song. *(Relax.)*
She yawns a big yawn. *(Yawn.)*
And stretches some more, *(Stretch.)*
And then falls fast asleep on the floor. *(Close eyes.)*



Butterfly

I am a butterfly,
Up in the sky. *(Move arms slowly up and down.)*
The wind blows me softly,
To left and to right. *(Move body left and right.)*
When the sun goes down,
I sleep all night. *(Clasp hands above head.)*
When morning comes,
I wake up with the sun.
Being a butterfly
Is such fun! *("Fly.")*

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WORKSHOP ACTIVITIES

Title: Furnishings and Display #2

The Importance Of Dramatic Play

Purpose: Participants in this workshop are asked to identify ways that dramatic play enhances social emotional, physical and intellectual development; describe what children like about the house corner; and identify common concerns about the house corner.

Materials needed:

Flip chart, stand, and paper

Markers

Tape

Handout:

"Observing Dramatic Play"

Introducing the workshop:

Warmup activities

Review goals of session as stated above.

Begin by explaining that dramatic play in the house corner offers many opportunities for children to develop social, emotional, physical and cognitive skills.

Discussion: The Value of Dramatic Play

Divide the group into four teams. Assign each team one area of development: social, emotional, physical, and cognitive. Have participants identify all the ways in which dramatic play can enhance development in their area.

Allow approximately 10 to 15 minutes, then ask each team to report on their discussion. Record the ideas on a flip chart where the four developmental areas are listed.

SOCIAL DEVELOPMENT	EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	COGNITIVE DEVELOPMENT

The following examples may be offered.

Social Development:

Children learn about different adult and family roles.

Children interact with peers and learn to share, compromise, netotiate and plan.

Children are drawn to the house corner in groups;

they like to play there with a friend.

Emotional Development:

Children express their feelings and perceptions of the world around them.

Children work through their feelings about events that have frightened and/or confused them (e.g. hospitalization, divorce, the birth of a sibling).

Children gain mastery of their feelings when they re-enact traumatic experiences and come to understand them.

Cognitive Development:

Children in the house corner learn through active play. Children try out new ideas, create and solve many problems and develop and refine their thinking skills.

Children have opportunities to practice language skills in the house corner.

Physical Development:

Putting on dress-up clothes enhances small muscle skills development.

Replacing props by matching them to labels provides practice in eye-hand coordination.

Pretending to "cook," "clean," or "drive a car" in the house corner all contribute to large and small muscle development.

Assignment:

End session by explaining that it is often helpful to do a focused observation of children at play to really understand how much children are learning. Distribute Handout #1 "Observing Dramatic Play," and review the form. Ask participants to note examples of what children do in the house corner and how it contributes to their development in all areas. Follow up on this workshop is classroom visits to allow teachers to share their observations.

Resource list: Dodge, D. (1988)

HANDOUT #1 OBSERVING DRAMATIC PLAY

Observe children in the house corner over a one week period. Note examples of how their play contributes to the following developmental areas.

PHYSICAL DEVELOPMENT:

SOCIAL DEVELOPMENT:

EMOTIONAL DEVELOPMENT:

COGNITIVE DEVELOPMENT:

WORKSHOP ACTIVITIES

Title: Motor Activities #3

Purpose: To acquaint participants with normal motor development and the use of balanced fine and gross motor activities that are integrated into the curriculum.

Materials needed:

Large bed sheet with pipe frame and electric lamp

Note: The sheet can be hung between two chairs if there is no frame available. The idea is to create shadows on the sheet from the lamp that shines onto the participants then onto the sheet.

Large role of white butcher paper

Puppets

Books with fairy tales

Feathers and hats

Cardboard squares

Clay

Large Crayons

Short straws or small round dowel pins

Balls and plastic fruit

Physical Arrangement:

Large circle with open space in middle.

Playground outside

Handouts: No handout

Introducing the workshop:

Warmup activities

Explain that shadow play promotes development and "because shadows are full of possibilities for contradicting children's anticipations, and thus surprising them, they are an excellent source of activities," according to DeVries (1987, pg. 111).

Teachers are asked where shadows come from. What makes a shadow? The sun, the moon, the street lamp the electric lamp, car headlights and many more sources create a variety of shadows. Where do children think shadows come from? Have you ever asked a four year old child where a shadow goes when it is no longer visible? Children are fascinated by shadows.

Activities:

This workshop starts outside on the playground if it happens to be a bright, sunny day. If it is

cloudy the activity can begin indoors. Teachers are asked to find their shadows and notice how the shadows change as they move around and manipulate their arms and legs. Participants are asked to observe the shadows around them that emit from the trees, the buildings and the playground equipment. They are asked if they see any fairies or dragons or monsters or angels in the shadows. Participants are encouraged to chase their partner's shadow and try to catch the teacher's shadow. Teachers are aked to stand in a long line while holding hands and observe the shadow. Many actvities can be used with shadows on the playground depending on the imagination of the instructor. Teachers are then asked to bring their shadows back into the room.

Teachers are seated in a large circle with one side open for a table with a PVC frame holding a large bed sheet. Behind the sheet a work lamp shines a bright 100 watts onto the surface

of the sheet. There is room to walk between the light source and the sheet. This creates a shadow.

The instructor reads a fairy tale such as "The Three Bears" while an assistant plays out the oration using puppets and a variety of props that cast good shadows on the sheet. Participants are encouraged to take part in the play by applause and comments. After the demonstration the teachers are asked to form groups of four and pick a fairy tale to act out for the class. After they have prepared their script and chosen their props they are to perform. Teachers are encouraged to use their own local vernacular and props found in their homes and in the fields. (Note: The role playing is very popular and many times they substitute Spanish titles for their characters. Creativity and originality is encouraged.)

A small piece of 6" x 6" cardboard is passed out

along with a ball of clay and a 4" soda straw or dowel pin. Crayons are provided. A picture of a sundial is shown and the participants draw a circle and mark off a clock on the cardboard. When all of the teachers have finished their sundials the group goes outside to place them on the sidewalk. They observe where the shadow is pointing on the dial. The group goes indoors and discusses how they can use shadow play in their classrooms.

After the discussion each teacher gets a 6' sheet of white butcher paper and a large crayon from a supply provided prior to the workshop. Again the class goes outside and they are asked to find partners. Each partner is asked to draw the other person's shadow. After each shadow is drawn the group goes back into the classroom. Participants then color in the shadow drawing. When coloring is complete each person is asked to tell a story about the shadow they drew for the class.

The final activity is to go to the playground and examine the progress of the sundial as the sun moves in the sky. If the sundial is observed during the day it can be marked with the crayon at each time it is observed. Participants take the sundials home with them. Small paper plates make ideal bases for sundials. The motor skills used in the activities are discussed and a list is made of fine and gross motor skills used during the four hour workshop. Having a theme for activities is encouraged. Skills are integrated into meaningful play for children.

Resource list: DeVries, R. & Kohlberg, L. (1987)

WORKSHOP ACTIVITIES

Title: Language and Creativity #4

Purpose: To use a "whole language" approach to create a story and a book that relates to personal experience. Art and creative expression are encouraged in the activity.

Materials needed:

Plastic fruit such as apples, pears, oranges and bananas

Book: Hayes, S. & Oremerod, J. (1988). Eat Up GEMMA. New York: Lothorp, Lee & Shepard.

Letter size typing paper

Crayons

A real, red juicy apple

Paper plates

Physical arrangement:

Chairs and tables are arranged in a large circle. Table in front of classroom has an arrangement of plastic fruit and a dozen real, polished apples.

Handouts: Each participant receives two pieces of plain white typing paper and a small selection of crayons.

Introducing the workshop:

"Culture circles" are explained and teachers are encouraged to use the items they have in their culture and in their environment to teach skills and creativity. Each table is provided an apple and the apple is cut into sections. Teachers are asked to smell the apple, observe its bright red peel and then eat the apple. It is explained that all of the senses are used in the learning process. Children learn all of the time and they learn many things that we do not overtly teach them. They learn by observing and using all of their senses. They are learning in their homes and in the fields. Their culture is what they know and is a place to start. The tools, the smells, the tastes, and the emotions stimulate as well as visual experiences.

Activities:

Instructor reads the book Eat Up Gemma as he would read aloud to a classroom of four year old children pointing to the illustrations and using emphasis on the words. He involves the class in the plight of

Gemma. Gemma is a two year old black girl who won't eat. She throws her breakfast on the floor and feeds her dinner to the dog. The family takes her to church and she tries to eat the hat of the lady in the pew in front of her. The hat is made from plastic fruit. The family tells her "Eat up Gemma" all through the book.

After reading the story the instructor gives each table a piece of colorful plastic fruit to examine. The story is discussed in full including the beginning the middle and the end. Characters and the plot are analyzed. Much time is taken to discuss how a story is written and illustrated. This is a simple tale with beautiful pictures and much time can be spent to review the story. It is important to take this exercise at a slow pace and invite contributions.

The instructor calls attention to the fact that each participant has two sheets of typing paper and a selection of crayons. Teachers may share

crayons and colaborate if they so desire. The group is told that each teacher is responsible for one book they are to write themselves. The book is to be four pages, to be illustrated and must relate a personal experience that a four year old child would understand, similiar to Gemma's experience. The book must have a beginning, a middle and an end, a title and a title page. Children's books are made available so participants can study how they are put together and how they are written.

Finally, each particpant shares her book with the class, slowly and carefully telling the story and turning the pages. (Note: This is an excellent activity and many of the books are in Spanish and are beautifully illustrated. The migrant teachers dearly love this project.) It is necessary that the instructor tell the group that this book activity is popular with children as well as similar projects such as letter writing and story telling. Children must be allowed to

use learning if they are expected to assimilate it into their everyday life. This activity is very helpful to lead teachers and directors to see how creative their teachers are and what wonderful stories they tell.

Resource list: Freire P. & Macedo D. (1988)
Hohman, M. (1983)
Reardon, B. (1988)

WORKSHOP ACTIVITIES

Title: Parenting, Discipline and Communicating Politely with Children #5

Purpose: To create a truly child-centered environment by respecting the child's "right to be" as an individual entity. The child is a human body with a soul that can be hurt by uncaring adults and nurtured by knowledgable caregivers. Discipline comes from the word "disciple." It is the tall leading the small. Adults create a mirror and become a model for the actions of the children.

Materials needed:

Hand puppets (ethnic family, father, mother and three children)

Mitchell, G. (1982) Video: Gryphon House

TV and Video Recorder

Pencils

Potatoes (As in baked potato and sour cream.)

Physical arrangement:

Chairs are arranged in a large circle to allow for role playing activities in the middle.

Handouts:

"Sayin' It Better Worksheet"

"Communicating Politely with Children"

Introducing the workshop:

Grace Mitchell (1982) provides a matrix for discipline that has become a classic in early childhood.

Anticipate And Avoid Trouble

Hesitate Before You Act

Investigate The Cause

Communicate Open the Doors of Understanding

Remember, children actually want appropriate discipline. Children feel insecure when there is no control.

1. Be consistent in what you expect your child to do or not do.
2. Help your child to understand limits set up.
3. Praise him when he deserves it.
4. Don't nag. Be kind, but firm.
5. Give your child love, but let him understand that to love him is not to let him do as he pleases.

Prepare before the workshop using the lead teachers as a resource. Each lead teacher is given a raw potato. They are asked to give the potato a child's name and introduce the potato to the group. (Note: the teachers get into this activity. Sometimes they dress up the potato either with clothes and a hat or with a dress and a scarf.) After the introductions all of the potatoes are put into a bag. Each potato is pulled out of the bag one at a time and the audience is asked to identify the potato by name and experience related by the lead teacher. It is explained that potatoes and people are the same, each is unique and once we get to know them, we will always recognize them.

Activities:

The Grace Mitchell (1982) video is played and she explains in detail Anticipate, Hesitate, Investigate and Communicate.

The video is discussed and each point is brought out by asking the audience to share anecdotes from their classrooms relating to discipline.

The five ethnic puppets are given to the lead teachers

and they are asked to prepare a skit during the break time to illustrate how the migrant family would understand the Mitchell (1982) four point program for discipline. (This activity becomes very animated and can be very revealing. The audience participation is very active.) The family chooses an appropriate surname and each member has a given name.

The "Sayin' It Better" worksheets are passed out after the completion of the migrant family skit. Participants are asked to break into groups with each lead teacher in charge of a table. Participants fill out and discuss in their groups the 20 sentences and what they would say instead of those given on the handout. After the discussion in small units the lead teacher is asked to report to the whole workshop the findings of their teachers. This activity makes an excellent followup for the Grace Mitchell (1982) material.

The "Communicating Politely With Children" is given as the final handout for this workshop. The instructor reads this material and discusses each

point in depth with the teachers.

To close the workshop participants are asked to look at their hands. They are asked, "Is it a loving hand? Or is it a whipping hand?" A loving hand serves to give a child comfort and security. It can be quite useful for a hug. It can bring a bright smile when used for ruffling hair or pulling a pigtail. Children like to be loved and to be touched. Make yours a helping hand and a loving one.

Resource list: Cherry, C. (1983)
Mitchell, G. (1982)

WORKSHOP ACTIVITIES

Title: Social Development and Learning Styles #6

Purpose: To encourage teachers to recognize that each child has a learning style and every child learns at a different pace. Although right brain, left brain theory and learning styles are difficult to explain it is necessary that migrant teachers become aware of the fact that children learn through auditory, visual and tactual vehicles.

Materials needed:

Pencils

Paper

12" paper tube

4" paper tube

Tennis ball

Physical Arrangement: Large circle with open space in middle.

Handout: Barbe Modality Checklist (Parents) Barbe (1985, pg. 30-31).

Barbe Modality Checklist (Ages 0-4) Barbe (1985, pg. 40-41).

Cherry (1989) "Hemispheric Dominance" pg. 107-117.

Bradway (1987) "Quick Check" (Note: Permission to use in training workshop.)

Introducing the workshop:

Learning modalities can be hard for migrant teachers, but the subject is well received when illustrated by example. Participants must be involved in the process.

It is explained that some learning theories deal with learning styles. These styles are sometimes referred to as modalities. These styles are visual, auditory and kinesthetic or tactual. This means a child is a looker a listener or a mover.

Each teacher has a learning and a teaching style. Although a teacher should be balanced in visual, auditory and tactual, she may lean towards one dominant modality. This makes it necessary for the teacher to recognize her style as it is compared with the way a child learns.

Activities:

A tennis ball is thrown into the audience to see how each participant catches and throws the ball. This technique immediately recognizes teachers who use their left hand to throw and catch.

A lead teacher is asked to come up to a demonstration table where 10 small toys are arranged randomly. Seated at the table the teacher is asked to pick up the objects on the table one at a time. Each time she picks up a toy the instructor counts the number of times the right hand is used and the number of times the left hand is used. Also he counts the number of times the teacher crosses the midline. The instructor reports the results to the audience. Discussion of the activity is invited. Participants are asked to hold their hands together in front of them as though they were about to pray. This is a midline skill. Focusing on a word is a midline skill. As a child develops the more the midline is crossed. Newborn infants see the world as though half of it were on

one side of the body and half on the other side.

A lead teacher is brought into the middle of the circle. She is asked to kick a ball in front of the midline of her body. She repeats this activity three times as the instructor counts the responses. The same activity is repeated using a quarter coin placed in front of the midline of the body and the responses are counted three times. The responses are tabulated to show foot preference and number of times the midline was crossed and the number of times crossing the midline was avoided. Discussion of this activity shows that testing foot dominace can be done with preschool children.

Another lead teacher is asked to come up to the demonstration table where two tubes are laid out. One is 12" and is taken from the inside of a paper towel roll and one tube

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is 4" taken from the inside of a toilet paper roll. The 12" tube is placed directly in front of the teacher's midline. The teacher is asked to pick up the tube and sight a distant object with one eye closed. This is repeated three times sighting three different objects. The instructor counts times using right hand and right eye, times using left hand and left eye, times using left hand and right eye (cross-dominance), and number of times using right hand and left eye (cross dominance). The exercise is repeated having the teacher use the 4" tube to sight objects at close range.

Discussion of the activities shows that by averaging the responses a teacher can determine the hemispheric preference of a child. Also cross dominance can be recognized immediately and can indicate that maybe a left handed person has been forced to write with the right hand. Cross dominance can also mean that mean the child is highly developed in ambidexterity and is capable of using either eye, hand or foot

at will.

According to Cherry (1987) The auditory center of brain is in the left hemisphere. Studies have indicated that when the right hemisphere is actively processing information, the eyes momentarily shift to the left and when the left hemisphere is actively processing information, the eyes momentarily shift to the right (Cherry, 1987, pg 113). Auditory learner's eyes shift to the right when processing thought. Visual learners' eyes primarily shift to the left when processing thought, and tactual learners' eyes seem to look straight up. Indeterminate leaners' eyes shift in both directions. In the discussion the instructor should point out that these are only theories.

A volunteer is asked to take a chair at one side of the circle so the audience can see her eyes. The workshop is asked to watch the person's eyes as she contemplates and answers eight questions. As she answers the questions her eyes will shift

to the left or to the right just before she replies. The instructor counts the direction of the eyes after each reply.

SAMPLE QUESTIONS

1. If I have 23 apples and you give me 10 more, how many more will I have?
2. What is your address?
3. What is the name of the hospital where you were born?
4. What would you say if you woke up and saw someone stealing things out of your closet?
5. Describe your bedroom.
6. When you go outdoors, what are some of the things you see?
7. If your house were on fire, what things would try to save? Where would you take them?
8. Describe some of the things you would save from the fire. Tell what they look like.

Questions 1 to 4 are left-hemisphere questions and should evoke looking to the right in most right-handed people. Questions 5 to 8 are right-hemisphere questions and should evoke looking to the left in

most right handed people according to Cherry (1987, pgs 115-116). Right eye movement can indicate an auditory learner, left eye movement may indicate a visual learner and looking upward can mean the learner is tactual. This exercise evokes a large response from the particpants and everybody wants their turn in the chair to check their eye movement.

To conclude this workshop the "Quick Check" of children's learning styles is discussed and each item is read.

It bears repeating that the purpose of this exercise is to impress upon participants that each child is unique and has a specific manner of learning that can be called a "learning style." Each teacher has a "teaching style." When the teacher recognizes this concept she can give better individual attention to the children and create a developmentally appropriate environment. (Note: This is a very popular workshop and the participation is very animated.)

Resource list: Barbe, W. (1985)

Bradway, C. (1987)

Cherry, C. (1989)

QUICK CHECK OF CHILDREN'S LEARNING STYLES

Instructions: (1) Find the current age of the child on the checklist. Begin at an earlier age only if you knew the child at the time or if the child's parents give you the information. (2) Read through the behaviors in each column and place a check next to behaviors that best describe the child. (You may check behaviors in more than one column.) (3) Count the total number of checks in each column to obtain a score. (If you check behaviors for more than one age group, infancy/toddler, add the totals together.) (4) Circle the highest Total and refer to the Handbook to interpret the results.

Child's Name _____ Age _____ Class _____ Date _____ 140

Preferred Learning Style

Site _____ Evaluator _____ Looker ___ Listener ___ Mover ___ Combination ___

INFANT (Birth thru Age 2)

LOOKER	LISTENER	MOVER
Communication		
___Points to get objects and things	___Babbles early and frequently	___Uses gestures to express self rather than words
___Responds with gesture to bye-bye, but doesn't use words	___Says first words at or before age 1	___Prone to throwing self on floor in temper tantrum
___Is quiet	___Follows directions easily	___Shakes head to indicate no
___Likes to watch activities	___Combines words into 2-word sentences by age 2	___Grabs toys from others instead of asking
Favorite Pastime & Play		
___Prefers hanging crib toys, motion, color	___Prefers rattles and noise makers	___Enjoys being bounced and tickled
___Is visually alert	___Likes to be sung to	___Likes to be rocked, cuddled, and held
___Enjoys busy box	___Turns quickly to sources of sound	___Often kicks at crib mobile
Motor		
___Watches the hands when playing	___Slower to sit up, is more interested in babbling	___Sits up by or before 6 months of age
___Reaches for objects in sight	___More interested in talking than walking	___Walks by age 1
___Is interested in exploring small objects	___Prefers riding toys that make noises	___Is very physically active
Ways to Quiet When Fussy		
___Is quieted by sight of familiar face	___Is quieted by sound of familiar voice	___Is quieted by being picked up
___Is calmed by sight of familiar toy	___Is calmed by music	___Is calmed by being held
_____TOTAL LOOKER	_____TOTAL LISTENER	_____TOTAL MOVER

TODDLER (Age 2 thru 3)

LOOKER	LISTENER	MOVER
Communication		
___Has small vocabulary	___Has large vocabulary	___Relies on nonverbal communication
___Speaks in short sentences	___Combines words into sentences which are easy to understand	___Speaks very little
___May be difficult to understand speech sounds	___Likes to talk	___May confuse order of words in sentences
Favorite Toys and Pastime		
___Likes shape ball or rings that stack	___Enjoys being read to	___Often chooses sand box and outside play
___Frequently chooses to play with blocks	___Learns nursery rhymes and words to songs easily	___Pulls things out of drawers
___Likes crayons, paper and paints	___Likes records and tapes	___Takes toys apart
Motor		
___Likes to use hands and fingers in play	___Excels in language rather than motor skills	___Especially likes to climb
___Looks around when swinging	___Has limited coordination	___Is well coordinated
Social		
___Often pulls away from being touched	___Likes to be physically close but prefers to talk rather than be held or touched	___Likes to be rocked and held (always wanting more)
___Uses facial expressions	___Changes volume level of speech with moods	___Seeks out hugs
Feelings		
___Is not very emotional	___Expresses feelings with a dramatic flair	___Has feelings hurt easily
___Seems surprised at outbursts of other children	___Uses names for feelings, "happy," "sad"	___Is sensitive to needs of animals and other children
Memory		
___Remembers faces	___Adds words to vocabulary quickly	___Imitates actions seen such as washing dishes
___Remembers activities best after seeing them	___Remembers a word or name after hearing it once	___Remembers activities best after doing them
_____TOTAL LOOKER	_____TOTAL LISTENER	_____TOTAL MOVER

PRESCHOOL (Age 3 thru 4)

LOOKER	LISTENER	MOVER
Communication		
___Speaks in short sentences using simple language	___Talks a lot using complete sentences	___Uses brief sentences and searches for words
___Is quiet	___Relates stories in detail	___Communicates with body movements and facial expressions rather than words
___Communicates with self-made pictures and drawings	___Likes to talk	___May talk to inanimate objects
Favorite Toys and Pastime		
___Likes blocks, beads, puzzles, and crayons	___Makes up stories	___Likes to play outside
___Likes watching TV or filmstrips (may do so without the sound on)	___Likes books, tapes, and music	___Enjoys tricycles or wheeled toys as favorite toys
	___Enjoys being read to	___Likes to climb
Motor		
___Cuts and colors with ease	___Prefers language to fine or gross motor activities	___Runs, climbs, jumps with coordination
___Produces nice artwork	___Talks about artwork produced	___Prefers outside play
___Draws recognizable person	___May talk to self when drawing a person, reminding self to add ears, eyes, etc.	___Does not yet draw recognizable person
Social		
___Tends to be quiet within a group of children	___Relates to other children verbally	___Is sociable
___Often pulls away from other people	___May be bossy	___Likes to be with other children
___Watches before starting to play	___Takes charge in "let's pretend" play	___Relates physically by touching
Feelings		
___Has difficulty verbalizing feelings	___Uses names for feelings, "happy," "sad"	___Has feelings hurt easily
___Seems surprised at outbursts of other children	___Is very vocal and expresses feelings dramatically	___Is sensitive to needs of animals and to other children and adults
Memory		
___Remembers activities best after seeing them	___Adds new vocabulary items daily	___Imitates actions seen such as sweeping the steps
___Learns colors quickly	___Recites many nursery rhymes	___Remembers activities best after doing them
In Group Settings		
___Likes individual activities such as coloring, cutting, or pasting	___Likes to talk in front of group	___Likes active group games
___Prefers to sit and watch in group activities	___Prefers to play with other children rather than be alone	___Fidgets and moves while in group time
_____TOTAL LOOKER	_____TOTAL LISTENER	_____TOTAL MOVER

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Child's Name _____ Age _____ Level _____ Date _____

Site _____ Evaluator _____ Preferred Learning Style: Looker ___ Listener ___ Mover ___ Combination ___

KINDERGARTEN

(Age 5 thru 6)

LOOKER	LISTENER	MOVER
Communication		
___May omit prepositions and adverbs in sentences	___Tells elaborate stories	___Talks in short sentences
___Uses simple language	___Uses structurally complete sentences	___Often acts out stories/events instead of talking about them
___May mispronounce some sounds and words	___Uses speech that sounds like an adult	___May be difficult to understand speech
Favorite Toys and Pastime		
___Likes calculators, computers, etc.	___Likes tape player, records, etc.	___Likes outside play
___Watches adult instructions (may watch but not listen	___Listens to adult instructions (may listen, but not watch)	___Enjoys swings, monkey bars, slides
___Likes puzzles	___Likes books and fantasy play	___Likes active games
Fine Motor		
___Prints neatly	___Prints acceptably (not messy or neat)	___Prints in a messy way
___Cuts, colors and pastes with ease.	___Talks to self while printing	___May reverse letters and numbers such as b for d
___Produces nice art projects	___Produces acceptable art projects but not outstanding	___Produces messy art projects
Gross Motor		
___Prefers activities such as table games to outside play	___Likes to talk on the playground rather than play	___Prefers outside play to table games
___Has average coordination	___Has average coordination	___Is well coordinated
___Prefers games with rules such as "Mother May I"	___Talks while doing physical activities	___Runs, climbs, jumps with ease
Social		
___Tends to be a loner in a group of children	___Thrives on interactions with others	___Is sociable though may not be very verbal
___Watches to see what is expected before taking part	___May get in trouble for talking too much during class time	___May get into trouble for hitting or poking other children
___Warms up slowly to a group	___Volunteers answers often	___Likes to "rough house"
Feelings		
___Is not very emotional	___Identifies feelings with words	___Is sensitive and has feelings hurt easily
___Has difficulty understanding other people's emotional outbursts	___Confronts others about feelings	___May cry when another child is punished
Memory		
___Remembers what alphabet letters look like and reproduces from memory	___Knows address and phone number	___Begins to show problems remembering what has been seen and heard
___Remembers what has been seen	___Knows sounds made by letters in alphabet	___Is easily distracted
In The Classroom		
___Dresses neatly and keeps work area neat	___Has appearance that is not too messy and/or neat	___Has messy appearance; often leaves shirttail out; is unconcerned about being neat
___Chooses art projects, puzzles, blocks during free play	___Is attentive and follows directions	___Is active in play
___Warms up slowly to new situations	___Is very sociable; may report misbehavior to teacher	___Fidgets and moves when sitting
_____TOTAL LOOKER	_____TOTAL LISTENER	_____TOTAL MOVER

FIRST GRADE

(Age 6 thru 8)

LOOKER	LISTENER	MOVER
Communication		
___Uses simple language in speech	___Generally uses correct verb tense	___Talks in short, direct sentences
___May mispronounce some sounds and words	___Enjoys communicating with adults	___Mumbles speech sounds
___Is quiet; rarely volunteers answers in class	___Likes to create pretend stories and tell others	___May tell stories out of sequence
Favorite Toys and Pastime		
___Likes calculators, computers, etc.	___Likes listening to TV, radio, tapes	___Likes sports, soccer, softball, outside play
___Likes putting models together and enjoys crafts	___Prefers reading books	___Enjoys movement activities
___Watches adult instruction (may watch rather than listen)	___Likes to make up stories	___Likes games of tag
Fine Motor		
___Particular about writing on the line	___Prints neatly (readable)	___Writes off the lines on paper
___Produces neat worksheets	___May read worksheet aloud while working	___Confuses the order of letters in words
___Is particular with art projects	___Asks a lot of "how do you do" questions during art	___Pushes pencil hard when writing
Gross Motor		
___Enjoys board games	___Prefers to "perform" or "role play" on playground equipment	___Climbs to the top of playground equipment and jumps off
___Prefers to draw pictures in the sand or dirt rather than climb and run	___Prefers talking games such as "Mother May I"	___Prefers outdoor activities
___Climbs to get up high to look around	___Has average coordination	___Has good eye-hand coordination in group games
Social		
___May be a loner in a group of children	___Is very verbal	___Is most sociable when on playground
___Rarely initiates conversations; answers when spoken to	___Initiates conversations	___Relates with body and actions rather than words
___Prefers to work on individual projects rather than group projects	___May get into trouble for talking too much during class time	___Is playground leader
Feelings		
___Reflects feelings in facial expressions	___Verbalizes feelings without hesitating	___Uses whole body to express feelings
___Rarely expresses feelings verbally	___Blows up with emotion, but calms down easily	___Blushes and cries easily
Memory		
___Remembers what he/she sees	___Learns addition and subtraction easily	___Shows problems remembering what he/she sees and hears
___Quickly builds sight word vocabulary in reading	___Learns phonics quickly	___May need specialized help to learn to read
In The Classroom		
___Dresses neatly	___Has appearance that is not messy and not overly neat	___Has messy appearance; often leaves shirttail out; has messy desk
___Keeps work area neat	___Is easily distracted by sounds, voices, music	___Gets out of chair often
___Is easily distracted by visual stimuli such as color and movement	___Volunteers answers often	___Seems to be overly active and easily distracted
_____TOTAL LOOKER	_____TOTAL LISTENER	_____TOTAL MOVER